

The BUSINESS EDUCATION world

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CONTENTS

MAY 6 1940

A Personal Planning Course	William R. Odell and Others	735
Turn Your Liabilities into Assets	Sidney W. Edlund	741
Our Five-Year Student Follow-up Plan	Margaret Crooks	745
Use Radio to Place Your Graduates	Dorothy M. Johnson	748
A Test on the Trade Acceptance	Breidenbaugh and Briggs	752
Elimination of Budgets in Typing Classes	Royal S. Curry	753
Creative Expression in Bookkeeping	I. David Satlow	755
Practice Sets in High School Bookkeeping	James W. Kestol	756
A Bookkeeping Course Revision Problem	Ward B. Gedney	757
Qualifications of a Good Secretary	Lucie Heller	761
Making Consumer Education Effective	Joseph DeBrum	763
Consumer Education Department, Edited by Ray G. Price		
A Radio Vocabulary Letter	Harm and Pauline Harms	767
A Co-operative Program in Retailing	Rae C. Williams	768
Training Routine for Typists (Concluded)	Harold H. Smith	773
6:30 to 9:00 P. M.	Carlotta V. Cunningham	777
Wondering and Wandering	Louis A. Leslie	779
A Co-operative Work-Study Plan	Charles J. Dalthrop	781
Department for Administrators, Edited by Harl Douglass		
Vocational Adjustments	Ethelyn L. Lelash	789
The Steppes of Russia	W. Elmer Ekblaw	792
Economic Geography Series, Edited by Douglas C. Ridgley		
Developing Better Public Relations	A Symposium	797
Protecting Student Finances	Herman O. Hovde	801
The Commerce Department and School Placement	H. M. Allen	807
Organizing Methods Courses in Office Machines	Albert Stern	809
On the Lookout	Archibald Alan Bowles	812
Motion Pictures for Business Education	Lawrence Van Horn	818
Art in the Commercial Subjects	Violette I. Donlan	821
The Lamp of Experience	Harriet P. Banker	823
Your Professional Reading	Marion M. Lamb	826
I Take My Pen in Hand	Editor's Mailbag	829
The B.E.W. Summer School Directory		830
Shorthand Dictation Material	The Gregg Writer	833

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The BUSINESS EDUCATION World

L. XX

MAY, 1940

No. 9

A Personal Planning Course

Prepared for the Oakland, California, high schools by the following local committee: Dr. William R. Odell, co-ordinator of instruction for adult and secondary education; Irene Griffeth and Alfred Mueller, Roosevelt High School; Adeline Evers and William Elder, McClymonds High School; and Eva L. Blum and Frederick Cooper, Castlemont High School.

FOR some years the Oakland high school principals as well as individual teachers have been increasingly concerned about the educational program for their non-college, non-skilled group of students. This undoubtedly has been due in large part to the fact that in two schools less than 10 per cent of the graduates ordinarily go on to higher schools, while at the same time the vocational program in Oakland in general has been moved up higher and higher in the grades, with the skilled programs almost entirely now on a post-high-school level. In still other schools, less than 25 per cent of the graduates go on to college. It seemed time, therefore, to stop having the tail wag the dog.

During the past few years many modifications in the traditional program have been tried in all Oakland high schools, and a considerable number have proved satisfactory. Among these is the "Personal Planning" course, which now is offered in four high schools in Oakland.

Plan Used in Developing the Course

It is difficult to trace in every respect the genesis of courses such as the one called "Personal Planning." It can be seen in what follows that the course as now given

has drawn heavily upon other courses previously given in other schools and under different names. The very name itself came from an experimental course that had previously been offered in one of the Oakland high schools.

To begin with, the principals of two schools where the problem of the non-college student is especially acute each selected two teachers—one man and one woman—who in their estimation were especially suited to work in the development of an original offering and with students of this kind. Another chief concern in selecting the men was to obtain teachers who had non-school experience in industrial or commercial occupations. Both women chosen had homes of their own. It seemed desirable to select home-economics teachers to work with the girls because of the similarity of the program already developed in that field, but no subject qualification was set for the men teachers. It was merely a coincidence that both men selected were science teachers. In the schools where the course has been added later, among others three commercial teachers, two men and one woman, have been chosen.

Four substitute teachers were provided for a month to take the classes of the original four teachers, who thus were freed to work on the proposed new course. They

spent this month for the most part at the Administration Building, working with the supervisor of home economics and the coordinator of instruction, and in the Teachers Professional Library. They reviewed courses of study and materials, but devoted much time simply to discussions of the needs of non-college students. Several visits were made to see courses in operation in neighboring schools that seemed to have a bearing upon the plan under consideration.

It had been decided that, as a beginning, a group of high seniors in each school would be selected for the course. Such students obviously are almost certain by this time either that they will or will not go on to college. Those who are not certain realize ordinarily that within four months they will face the problem of deciding what to do about the future.

Content of the Course

After considerable study, the teachers working on the project concluded that there are four particular problems that immediately confront a high school graduate who is not going on to an advanced school:

1. How to get and hold a suitable and desirable job in the local community.
2. How to spend a beginning wage in as well balanced a fashion as possible.
3. How, as an adult, to adjust his use of time.
4. How to plan for the establishment of a home and family.

Each of these is of direct and almost

immediate concern to high school graduates such as those under consideration. Much recent survey data are available showing the extent to which securing a job is of concern to modern youth. Many of these students have never handled as much as \$5 at one time and obviously need advice if they are to spend intelligently an initial weekly wage of \$12 to \$18.

Leaving school necessitates a complete adjustment in the use of time; since, for many students in communities such as those in which the first two of our schools are located, all social as well as intellectual activities have centered in the school for several years. Surveys of students in Oakland schools indicate that a rather substantial proportion of these graduates are married within a short time. In short, leaving school necessitates major changes in these young people's way of living, and accordingly constitutes a very essential concern of the high school. The period just before graduation is, in our experience, a peculiarly strategic time to concentrate on such problems; any earlier consideration would have been premature in the opinion of many students, and hence less effective.

The following outline represents the initial items included by the teachers under each of the four preceding headings. These have been modified considerably in ensuing semesters but nonetheless suggest in detail the nature of the course as originally conceived.

UNIT I. HOW TO GET AND HOLD A DESIRABLE JOB IN OAKLAND

1. Plan a campaign:
 - a. Evaluate advertisements:
 - (1) Answer advertisements.
 - (2) Write advertisements.
 - b. Look up placement agencies:
 - (1) Members of class go to State Employment Agency and report back to class.
 - (2) Members visit private agencies—compare.
 - (3) Fill out application blanks. Dramatize interview.
 - c. Consult Director of Adult Education Programs (A.E.P.) about W.P.A. jobs.
 - d. Civil service at a business school. Consult instructor.
 - e. Check applications coming into school office.
 - f. Visit a business school and a trade school.
 - g. Consult friends about different jobs and how to get them.
- b. Make a survey of industries in the East Bay district.
- i. Survey union control of jobs.
2. What is my personality rating?
 - a. Take a health inventory.
 - b. Check personal appearance.
 - c. Check personal traits.
 - d. Check social traits.
 - e. Make a general summary of my personal status. (Check this three times a semester.)
3. What should I know to keep myself mentally and physically fit?
 - a. Teacher to go over health records and discuss with student.
 - b. Set up a health program for 24 hours:
 - (1) Calculate my energy requirements.

- (2) Discuss the relation of vitamins to my general health.
- (3) Discuss the composition of foods and their use in the body.
- (4) Discuss stimulants and narcotics.
- (5) Discuss fatigue and how to prevent it.
- (6) Make a list of suitable exercise activities for me. Refer to "What Can I Do with My Time Outside of Working Hours?"
- (7) Make a list of the evidence of good mental health.
- (8) Dramatize first-aid measures.
- c. Keep an accurate account of what I do in 24 hours.
- d. Make a chart showing causes of loss of time from job due to illness.
- e. Safety—see "What Should I Know about My Job?"
4. How may I improve my personal appearance?
- a. Determine what is best for my physical, personal, and color type.
 - b. Study the choice of the best clothes for me and my job.
 - c. Choose the best methods for good grooming:
 - (1) Demonstrate care of hair, skin, hands, nails, etc.
 - (2) Study best methods and time for cleaning and pressing my clothes.
 - (3) Dramatize nightly care of clothes.
 - (4) Study beauty aids. Compare safe cosmetics with injurious ones.
 - d. Study clothing needs of my job and leisure time.
5. How can I get along with other people?
- a. Dramatize table manners, serving.
 - b. Dramatize introductions and other phases of etiquette—use of telephone.
 - c. Informal parties—dances, table games, buffet suppers.
 - d. Practice conversation.
 - e. Describe type of voice you like best in friend, athletic coach, etc.
6. What makes one job better than another?
- a. Make an occupational survey.
 - b. Observe and discuss:
 - (1) Unions in field.
 - (2) Benefits—insurance, vacations, retirement, etc.
 - (3) Hazards—physical plant.
 - (4) Demands of job.
 - (5) Pay or salary.
 - (6) Social stigmas—falsity of this.
 - (7) Sports program.
 - (8) Advancement.
7. What is my responsibility on the job?
- a. Reading and interpreting notices and rules.
 - b. Responsibility concerning property.
 - c. Use of safety tests.
 - d. Ask friends and members of family.
 - e. Dramatize asking for a raise.
 - f. Dramatize conduct at work.
- g. Make a list of rules found in operation at plants visited.
- b. Make list of what characteristics employer should have.
- i. Make list of what characteristics employee should have.
8. How can I improve myself on job?
- a. Investigate night-school possibilities.
 - b. Write for correspondence-school information.
 - c. Look for ads for better job.
 - d. Bring in students who have stayed out of school and returned.
 - e. Bring in graduates who have advanced on job.

UNIT II. HOW CAN I GET THE MOST FOR MY MONEY?

1. Where does my money go?
 - a. Assume income from some occupation.
 - b. Plan division of income:
 - (1) Get costs of rent, food, etc., from any sources possible.
 - (2) Discuss desirable division of income, considering minimum essentials.
 - (3) Set up a workable division of income accepted by class.
2. What should I know about food?
 - a. See health program for scientific information.
 - b. Investigate prices:
 - (1) Neighborhood vs. chain stores.
 - (2) Quantity vs. small amounts.
 - (3) Package vs. bulk.
 - (4) Seasonal.
 - (5) National brands vs. local.
 - (6) Charge vs. cash and carry.
 - c. Investigate Pure Food laws—local, state, Federal:
 - (1) Advertising.
 - (2) Adulteration.
3. What should I know about shelter?
 - a. See home planning.
 - b. Investigate renting vs. buying:
 - (1) Apartment and flat vs. house.
 - (2) Taxes.
 - (3) Insurance.
 - (4) Methods of financing.
 - c. Find out cost of operating expenses.
4. What should I know about clothing?
 - a. Investigate textiles.
 - b. Investigate codes adopted by manufacturers.
 - c. Investigate ultimate costs.
 - d. See personal-appearance section.
 - e. Boys—investigate ties, suits, shoes, color schemes, styles.
 - f. Girls:
 - (1) Homemade vs. ready-made.
 - (2) Seasonable styles and seasonable buying.
 - (3) Fads and fashions.
 - (4) Color schemes.

5. How can I meet the cost of medical care?
- Find out costs of hospitalization—county, private, health associations, insurance, health, preventoriums.
 - Find out about use of clinics—various kinds.
 - Find out about doctors' and dentists' fees.
 - Find out about cost of drugs:
 - Home remedies.
 - Patent preparations:
 - Beauty aids.
 - Medicines.
 - Foods.
 - Reducing agents.
 - Dental preparations.
 - Mechanical appliances.
6. What is the cost of modern luxuries?
- Keep a record of amounts spent for amusements—movies, dances, parties, hobbies, vacations.
 - Keep a record of amounts spent for personal indulgences—smokes, drinks, food.
 - Discuss and figure cost of maintaining an automobile.
 - Collect data on:
 - First cost.
 - Insurance cost.
 - Depreciation.
 - Taxes.
 - Oil.
 - Gas.
 - Tires.
 - Repairs.
 - Gather data on financing cost and compare with cash payment.
 - Look up costs and list desirable books, magazines, and newspapers.
7. What other expenses might I have?
- Look up costs and benefits of lodges, clubs, unions, and religious organizations.
 - Discuss place of gifts in budget.
 - Discuss place of advancement and education in budget.
 - Investigate taxes:
 - Look up rate on real and personal property.
 - Find out basis for tax valuation.
 - Discuss and figure out tax bills.
 - Determine average spent for sales tax.
 - Discuss "How much does state income tax amount to?"
 - Find out the total amount of taxes per dollar income.
 - List and discuss benefits of taxes.
8. How can I save and invest my money?
- Find out what use I can make of the banks—commercial account, savings account, installment buying, Christmas and vacation clubs.
 - What good is insurance to me?
 - Discussion: What have I that I can insure?
 - Life—accident, endowment, etc.
 - Automobile—fire, theft, public liability, property damage.
 - Health.
 - Personal property.
 - Workmen's compensation.
- (2) Visit various insurance brokers to gather materials.
- (3) Using materials gathered, make charts showing:
- Various kinds of insurance.
 - Comparative costs.
 - Summarize benefits of insurance.
- c. What other types of investments are there?
- Find out about:
 - Building and loan.
 - Stocks and bonds.
 - Government bonds.
 - Mortgages.
 - Real estate.
 - Postal savings.
 - Take trips to stock brokers' and other offices for information.
- d. How can I avoid being swindled?
- Study and discuss frauds.
 - Answer advertisements.
 - Discuss personal experiences with door-to-door canvassers.
- e. What should I know about contracts? Obtain and discuss contracts from local firms.
- f. How can I establish credit?
- Discuss and list ways to establish credit in the community.
 - Make a chart of comparative costs.
 - Fill out forms used in establishing credit.
 - Make outside contacts concerning credit.

UNIT III. WHAT CAN I DO WITH MY TIME OUTSIDE OF WORKING HOURS?

- What kind of leisure activities are there in my community?
 - List the leisure activities in which I take part.
 - Keep a record for a week showing the leisure activities in which I take part.
 - List the available leisure activities in which I do not take part.
 - List the free activities offered by the Oakland Recreation Department.
 - List the activities of the Industrial Athletic Association.
- What points should I consider in choosing my leisure activities?
 - Refer to "What Is the Cost of Modern Luxuries?" for costs of leisure activities.
 - From previous lists, see whether I can afford the activities I like most.
 - Find out what home entertainment I can enjoy.
 - Consider which leisure activities can bring me advancement—social, cultural, economic.
 - Consider which part of the health program will be recreational. Refer to health program.

- f. Form a plan showing how I can use my leisure time for advancement.
 - g. See "How Can I Get Along With Other People?"
 - b. How may I use my leisure time to get acquainted with my community? Trips to San Francisco, University of California, Oakland.
- UNIT IV. HOW CAN I HAVE A HAPPY AND NORMAL FAMILY LIFE?**
1. What type of dwelling is most suitable for me?
 - a. See "What Should I Know About Shelter?"
 - b. Discuss relation of home to income.
 - c. Discuss relation of home to social standards.
 2. What are my responsibilities to a home?
 - a. Make a list of ways I help at home.
 - b. Make a list of the responsibilities I believe belong to the father and mother.
 - c. After discussion summarize what responsibilities I believe should be mine in my future home.
 3. What should I know about buying to have:
 - a. A well-planned and well-furnished home. Discuss household equipment—mechanical and electrical.
 4. What personal traits do I desire in my life partner?
 - a. Discuss physical, social, and mental traits.
 - b. Make a composite picture.
 - c. Interchange lists between boys' and girls' classes.
 5. What are some of the helps to make my marriage successful?
 - a. Discuss "What have I to offer?"
 - b. Discuss "What should be my conduct in courtship?"
 - c. Discuss "How long should my engagement be?"
 - d. Discuss "At what age should I marry?"
 - e. Discuss the marriage relationship.
 6. What are the responsibilities of raising children?
 - a. Discuss and chart costs of raising children.
 - b. Make a list of the events I believe important in my own childhood.
 - c. Discuss my responsibility toward the mental, physical, and moral development of my child

Duffs-Iron City 100th Anniversary

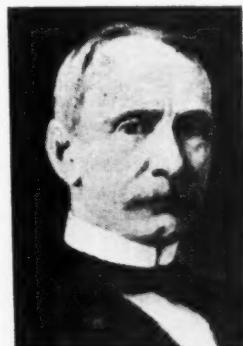
HAPPY memories are being evoked and high achievement is being honored these days at Pittsburgh, for Duffs-Iron City College is commemorating the one hundredth anniversary of its founding by Peter Duff, the hardy and courageous Scotsman who, coming from St. John in 1835, stopped at Pittsburgh en route to New Orleans and remained to carve for himself and his heirs a notable place in the educational and mercantile development of that city.

The College has the distinction of being the oldest business school in America, and its history is a record of steady growth and development in its educational program. The College has had but three presidents: its founder, Peter Duff; his son, William H. Duff; and Dr. P. S. Spangler, who was elected to the presidency in 1906.

Today the College represents the amalgamation of



PETER DUFF, Founder



WILLIAM H. DUFF



DR. P. S. SPANGLER

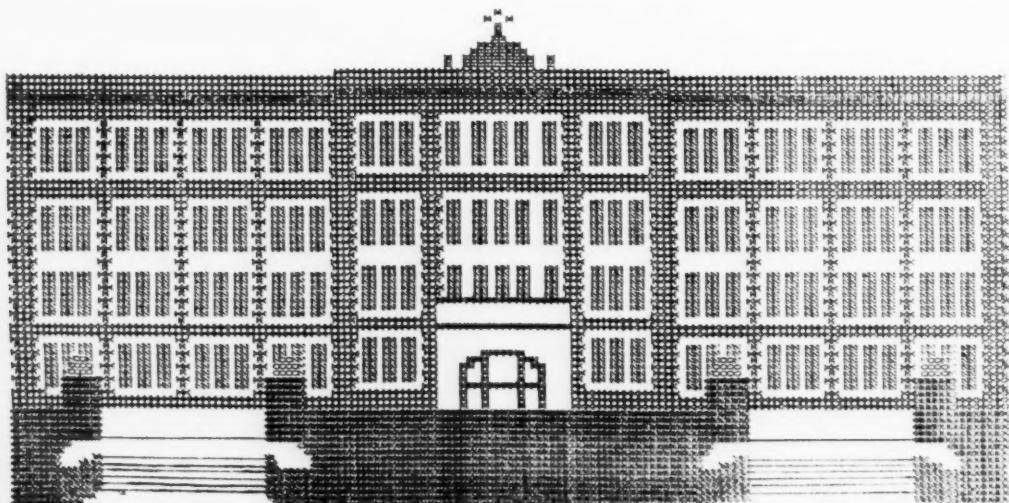
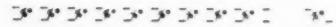
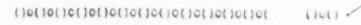
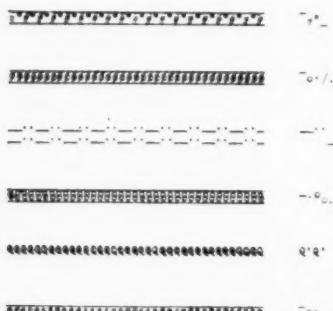
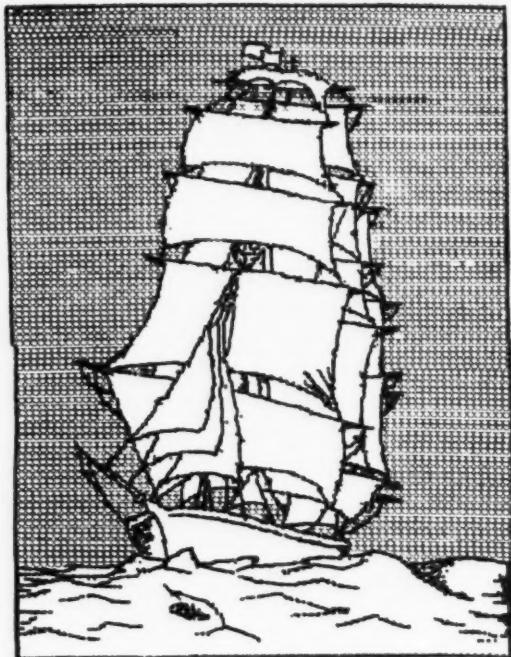
Duff's, Iron City College, Martin Shorthand School, Curry College and Boyd Business College. Its expansion is due in no small degree to the energetic leadership of Dr. Spangler. Dr. Spangler, upon whom, in 1937, Grove City College conferred the honorary degree of Doctor of Laws in recognition of his achievements in commercial education, is a member of many civic and professional associations.

Founder's Day—April 15—was celebrated by a banquet at the William Penn Hotel. William H. Duff, II was toastmaster. The honored guests included Dr. Ben G. Graham, superintendent of the Pittsburgh public schools; Dr. C. E. Dickey, superintendent of Allegheny County schools; Dr. Elmer G. Miller, director of commercial education; Dr. John Robert Gregg and Mrs. Gregg; Dr. Hutchinson, president, Washington and Jefferson College.

Artistic Typing

THE B.E.W. has had the pleasure of receiving many fine comments on the typewriting designs that have appeared in its columns. Teachers write how much their students enjoy making these interesting designs on their machines as a hobby.

On this page are more examples of typewriting artistry submitted by both students and teachers. The ship was done by Merle Hooper, a student of Miss Jean Craig, typewriting instructor at Dover (New Jersey) High School. The two columns of border designs were prepared by Arline Edmundson, student of Miss Annabelle Langguth, Sebeka (Minnesota) High School. At the bottom of the page is a portrayal of the administration building of Mount St. Scholastica College, Atchison, Kansas, done by Sr. M. Olivia, O.S.B., typewriting instructor at that school.





Pick Your Job and Land It!

Step 9. Turn Your Liabilities into Assets

SIDNEY W. EDLUND¹

EDITOR'S NOTE—During the last month Hartford, Connecticut, has been added to the fast-growing list of cities that have established Man Marketing Clinics. The Hartford Man Marketing Clinic is sponsored by the *Hartford Times*, the first newspaper in the country to provide this aid for its community. Leading businessmen and faculty members of Trinity College co-operated in working out the plans. This Clinic offers an ideal opportunity to the graduates and undergraduates of Trinity, who may benefit by the experience of business leaders in planning campaigns to land the jobs they want.

DONALD ADAMS came to me for advice about how to get an accounting job. His training was satisfactory. He had graduated from a reputable school with a good accounting course. After graduation he had taken the first job that offered: in a department store. He had been a stock boy, and later had done some selling. Now he was eager to get into accounting, but found his lack of experience a great handicap. He felt that his two years in the department store were entirely wasted, when considered from the standpoint of helping him to get an accounting job.

I pointed out that so long as he believed those two years were a liability, he would not be likely to convince an employer that they contained any experience valuable to an accountant. Personally, I was convinced that an accountant could gain much of value from such an experience. In checking inventories, an accountant would find it a tremendous asset to have handled the stock. In keeping records, an accountant who had

actually sold goods would have a distinct advantage. An accountant with a sales point of view is a joy to any firm. When this seemingly unrelated experience was thus pointed toward the job he wanted, it became an asset instead of a liability.

When Donald became convinced that his experience would really be helpful in the work he wanted, he was able to convince an employer, and got his start in accounting.

We meet this problem very frequently. People often feel that they lack experience for the work they want, whereas their experience in reality makes a very direct contribution toward their goal. For example, last week in the Man Marketing Clinic a young man was telling of his difficulties in finding the job he wanted.

"I want to sell chemicals," he said. "My training is all right for the job—I am a graduate chemical engineer. But I have one great handicap that keeps me from getting a job."

I immediately thought of the usual stumbling block of young men: lack of business experience. But this proved to be quite the opposite.

"The trouble is that I've been out of school over a year and have had two jobs. The big chemical companies recruit men when they leave college on the basis of their school records. The fact that I've been out of school over a year and haven't been with a chemical firm makes it impossible for me to land this kind of job."

I asked what the jobs were that he had held.

"First, I just clerked in a department store; then I did some house-to-house selling."

¹Author of *Pick Your Job—And Land It!* Prentice-Hall, Inc., New York City, 1939.

I asked what kind of sales records he had made.

"Pretty fair. In fact, I did a lot better than most of the fellows. But of course that doesn't mean anything to the chemical concerns."

Here was a young man who had allowed himself to be convinced that selling experience was a liability in looking for a job to sell chemicals! The Clinic set out to turn that liability into an asset. We pointed out that any company would be fortunate to find a young man with the required training who, in addition, had met customers across the counter and across the threshold; who knew their reactions and their wants; who had proved that he could sell. To be sure, he would have to use salesmanship to get the large companies to deviate from their usual practice of hiring only boys just out of college, but with such a big asset he should be able to do it.

He still seemed doubtful.

"Of course you haven't been able to sell the idea to the companies you have seen," we said, "because you have come to believe that this year is a year wasted, a year 'just clerking.' If you will review that year carefully, you will find you had the most important experience a salesman can have—first-hand contact with the buying public. Once you have convinced yourself that this year is a valuable asset, then you will be able to sell the idea to an employer."

One of the fundamentals of any job campaign is to analyze the requirements of the job we are seeking; then to analyze our own ability to meet those requirements. If there is some fundamental lack in our preparation, we may as well know it. Then we can set about acquiring the necessary background, or we can shift our goal. For example, I have known young men who have taken jobs that have no future for anyone who has not had engineering training, although these men were in no position to get such training. On the other hand, I have known young accountants who have realized that further study was necessary for success and who have gone to night school for it.

Liabilities Can Be Turned Into Assets

Many liabilities can be turned into assets. You will be surprised how often it can be done. Young men and women are usually overconscious of their youth and lack of experience. Their anxiety about these points often makes them ill at ease and mars the interview. Instead of allowing any doubts about their age and experience to be communicated to their prospects, they can stress the advantages of youth and a fresh point of view: adaptability, earnestness, enthusiasm, especial interest.

An employment specialist tells me that he is often asked for experienced young men with certain qualifications. Frequently he replies, "I haven't anyone who fills the bill. But I do have a man who has everything but the experience. He has the ability to become just what you want; in addition, you can train him just the way you want him." He says that idea often appeals to the employer.

Lack of experience is one of the biggest stumbling blocks in the path of the boys and girls just out of school. They come to me complaining that they can't get a job without experience—and they can't get experience without a job. One was Mildred Porter. She had taken stenography in high school and had made a good record. So far as I could judge, she was doing a good selling job in her interviews. She was reaching many prospects. But she was always facing experienced stenographers, and they got the jobs.

So Mildred decided to get some experience, even though she had to donate her services. She thought she would prefer above everything to be a private secretary to someone active in political life. From the newspaper, she discovered in her community a young man who was being promoted for one of the state offices. She offered her services to help with his campaign, for only her expenses. He was delighted. When the campaign ended, she went out armed with a fine letter of reference from him, and landed a job as secretary to one of the state senators.

Those who have not had a college education often feel that they are handicapped

in landing a job. For example, Grace Ryerson wanted a secretarial position, for which she was well qualified. But the jobs she wanted often went to college girls. She felt handicapped. I asked her to act out an interview, just as they usually happened.

When she was asked her education, she replied, "I've had only high school education. I couldn't go to college, but I've taken some night school courses."

It was suggested that she change her reply to this: "I was graduated from the Harris High School last year, and in addition have taken a business course in the Central Business School. As you know, this is one of the best in this section. My record was third in my class." She learned to say it with a hint of confidence, almost pride, in her voice, instead of her former note of apology. And the education factor ceased to be a liability.

Avoid Negative Approaches

Don't apologize. Don't explain the reasons for your lack of success in school or business. Emphasize, rather, the things you can do, and go after the kind of job you can handle. For example, if your grades in school have not been so good, they can be offset by an especial interest in your prospect, a knowledge of his products or his advertising.

Don't offer long explanations of why you left a job. They usually weaken your case. Rather, center the attention on the positive side, on your qualifications for the job. It is usually better not to mention the reasons you left former jobs unless you are asked. Then have a very simple, truthful answer ready. Avoid speaking unkindly of past associations.

For example, Henry Allen was discharged after an argument with his boss. When he started to look for a position, his interviews went badly. He was asked why he left his old job, and it took a lot of explaining to justify his position in the matter. Usually the prospect seemed sympathetic and said it was nice to have met Henry and he would be notified if they could use him. But he never heard.

On my advice, Henry went back to the boss who had dismissed him. He said, "Mr. Brown, I've been thinking a lot about my experience with you. I think I've learned something from it. I know now that I was very hasty. I know now that even if I didn't agree with your suggestion, I should have been a good enough soldier to do it anyway. I came back to tell you I appreciate all you taught me."

Naturally, Mr. Brown was pleased. He said, "You're all right, son; you'll get there anyway." Furthermore, he dictated a letter of indorsement for Henry, telling all the good points of Henry's work.

When Henry faced a prospect again, he didn't fear the question of why he left his old job. When it came, he grinned disarmingly. "I was fired—for not knowing how to disagree with the boss without getting excited about it. It was a kid trick—I think I've learned how to handle such a situation now. He really was a swell boss; here's a letter showing what he thinks of me."

Don't be too worried if you have been discharged. Probably over half the employers you talk with have been discharged sometime in their lives. I have asked groups of very successful businessmen how many have at any time in their lives been discharged. Usually over half have been. If you've lost your job, you're in good company.

Minimize the Liability of Inexperience

It is not always possible to turn a liability into a definite asset. When you can't do it, then strive to minimize the liability. Or rather, plan to keep yourself from giving it undue weight.

For example, Margaret Upjohn was waiting to see an employer who wanted a stenographer. She talked with some of the other applicants and found they were all experienced. When her turn came, she started the interview, "Of course I'm not experienced, but I'm *sure* I can handle the work just as well." Her very emphasis seemed to indicate uncertainty in her own mind. She didn't get the job. But the kindly personnel man lent her his copy of *Pick Your Job—And Land It!* From it she

gleaned some ideas to use in her own campaign.

Another day found her waiting in another office. While she waited, Margaret picked up a leaflet telling about the company's products. At five o'clock, the employer came out to tell three girls who were still waiting that he was very sorry he wouldn't be able to see them after all; could they come back next day?

The other two went out, but Margaret stepped up to the employer. With a smile, she held out the folder and said, "I suppose you want someone who will know something about these products of yours; someone who will know enough not to let a good customer slip by when you are not in; who will be able to tell, when you're out of town, whether to get you on long distance about an important matter."

The employer seemed interested. "Yes, you have it sized up right. Are you an experienced secretary?"

"No, I've never held a job," said Margaret. "But I can handle the work all right." Her quiet voice carried conviction. "You don't have to take my word for it, either. I'll be in at nine tomorrow, if you say the word. By nightfall, if you aren't positive I'm your secretary, you'll be out nothing and there will be no hard feelings. May I come in?"

The answer was yes. And the chance was all Margaret needed. In her previous interviews, she had been so conscious of her lack of experience that she had been giving it needless emphasis.

You Are Quality Merchandise

In selling quality merchandise, usually price is mentioned only after the quality is established. You are quality merchandise. In letters designed to get leads, it is usually better not to discuss salary. In interviews, try first to establish your fitness for the job before salary is discussed. But if you are asked the salary you want, or the salary you have made, it is wise to meet the question squarely.

Often, applicants do not know what salary to ask. This information may be obtained from people employed in the business

in which you are trying to obtain employment.

If you are looking for your first job and have found that lack of experience makes it difficult to land anything, you may wish to answer the salary question in such a way that it can't shut off a possibility. You may say that frankly you don't know the accepted pay for such work; that what you are interested in is the opportunity to serve in the accounting department of the ABC Manufacturing Company; that salary is secondary.

Probably the worst liability of people out of work is their own mental attitude—panic, fear, discouragement, false pride. Many of our boys and girls graduate from school these days with the fixed idea that there are no jobs for them. They never make a consistent attempt to find work. I recall vividly one young university graduate who had made nineteen calls in his chosen field. He felt that he had covered all his prospects. Actually, there are several thousand firms that offer the kind of work he wanted. He thought that he had covered the field.

Very occasionally, I do find someone with a limited number of prospects. Even supposing the chap just mentioned had been right about his nineteen prospects, there would be no justification for his accepting defeat. He could approach other men in the same firms; he could make a study of each of the firms and go back to the same man with additional material; he could show unusual interest. Then, when an opening did occur, he might hope to be called in.

In the Man Marketing Clinics, we have seen many boys and girls come in, convinced that there are no jobs for them. We have seen them begin to plan job campaigns, to analyze their hidden assets, and to present them properly. Confidence returns; liabilities vanish. We have seen them carry out their campaigns consistently—and eventually get satisfactory jobs. It seldom happens that anyone can reach one hundred or two hundred prospects with a well-planned story without landing his job. Those who study Clinic principles and use every means at their disposal to reach prospects, usually land what they want.



Our Five-Year Student Follow-up Plan

MARGARET CROOKS

FULLERTON Junior College, established in 1913, is the oldest public junior college in California. From its beginning, the college has offered courses in business education, so that the department is well established in the school. The enrollment of the college for 1939-1940 is 1,550 students; students taking one or more business subjects total 722.

The philosophy of the department of business education is to train young men and young women "for the job." We have developed a wide acquaintance with business firms, and we now have a large "customer" list of firms who call on us for employees.

One feature of the business-education program is the laboratory training that students must have to become eligible for placement assistance by the school. The department maintains two directed training offices in which advanced students are trained on a job basis. One of these offices serves the students who are training for bookkeeping or banking positions; the other, those who are interested in secretarial or clerical positions. Entrance into either of these training offices is based upon satisfactory completion of beginning work in bookkeeping, shorthand, typewriting, English, and so forth. A certain length of time must be spent in either laboratory in order to meet requirements for placement assistance.

To enable us to keep accurate and careful check on all who take work in the department, a set of records has been devised. These records include rating sheets on which to report students' abilities, schedule-information and personal-data blanks, ap-

plication forms used at the time of placement, follow-up report forms, and so on. This article is confined to a description of the follow-up plan and procedure.

During the first years of the department, a limited student follow-up was conducted; but, because of other activities that needed more attention at that time, it was never fully worked out. About five or six years ago, it became apparent to us that we must broaden this part of our program, so we began to plan a definite follow-up campaign. We were actuated by the felt need for accurate information about our former students.

The first question was to whom we should send the follow-up report. Before, the questionnaires were sent only to graduates and those students whom we had placed. We decided, however, that everyone who had taken two or more subjects in business education and who had left school for any reason should be added to the mailing list, because we were interested in finding out how many students with limited business training could obtain and hold positions.

The next question was for how long a time we should follow up students. As most surveys of this kind are conducted for a period of five years, we decided to do the same.

◆ *About Margaret Crooks:* Secretary, department of business education, Fullerton (California) Junior College. Has held office in commercial teachers' organizations and has written on student records in placement work. Attends all possible meetings and lectures that will help her keep abreast of the changing business world. Hobbies: Music, reading, cooking.

kind of questionnaire that we should use. We wished to make up one that would find out for us what *we* wanted to know. Our concern was not to accumulate mere statistics but to obtain information that would be helpful to us and to the student for future placement assistance when desired or needed. We also wished to obtain up-to-the-minute information from experienced workers as to the demands and requirements of business, and we were particularly interested to know of difficulties they had had in starting their work that they felt might have been covered more thoroughly in the school program. The form that we finally worked out follows.¹ It has proved very satisfactory.

QUESTIONNAIRE

No. 1938-1939 193

Last Name First Name Middle Name
 Present
 Address Tel
 Street City State

If you have married since attending school, please give your name as it was when in school:....

What are you doing at the present time (going to school, working, staying at home, out of work, etc.)?

If you are working, please complete the following:
 By whom are you employed?
 Employer's address:
 Employer's business:
 What is your position?
 What are your duties?

When you first started your work, did you meet any difficulties which might have been covered in your school training (such as how to use a telephone, how to make out bank deposit slips, more speed on a particular type of machine, etc.)? (If so, please state your experiences:

How long have you been employed in your present position?.....

Have you held any other positions since leaving school?

Employer Position
 Length of employment

Have you taken additional work in any school since leaving the Fullerton Junior College?....
 If so, may we ask:
 What work have you taken and in what school?

Do you plan to return to school?..... If so, where do you plan to attend?.....

¹ The original occupied two 8½" x 11" pages.

What changes in your choice of high school or junior college subjects would you make if you had the opportunity to take such school work again?

We shall appreciate an answer to the following if you care to give it:

What beginning salary did you receive?.....

What is your present salary?.....

We shall appreciate your giving this questionnaire your immediate attention.

L. O. Culp, Placement Dept.
 Fullerton Junior College
 Fullerton, California

Our next consideration was the way in which to set up the plan so that it would be the most usable. At first we thought of assigning a number to each person and carrying the follow-up as a separate file. This would have entailed additional filing equipment, for which we had neither space nor money; so we finally set up a card file with a color scheme to indicate the year of follow-up and put the plan on a strictly alphabetic basis to conform with the filing system that we were already using.

After five years, our color plan runs in this way: pink cards for former students who have been followed up for five years; goldenrod, for four years; blue, for three years; green, for two years; and white, for the first year. The names are filed alphabetically within the letter of the alphabet and within each color group. Thus, if we receive a call for a man or woman of a certain age, or with a definite amount of experience, we can go directly to the proper color for that age group. One of these cards is shown here.²

FOLLOW-UP

YR.
 NO. 1938-1939 Date
 Name:
 Address:
 Corrected Name and Address:
 Date questionnaire received back:
 Present Activity:

This card serves as an address reference and as a posting medium after the questionnaire has been returned. The questionnaire itself is filed in the student's individual

² The original card is 4 x 6 inches in size.

folder. A cross-reference card is filed under the proper letter for the new name of a woman who has married since leaving school, but all detailed records are filed under the name she used as a student.

In order that we may get the best possible returns, we write a different letter to each group each year. For example, the first year that a student is followed up, he receives a letter explaining the follow-up plan and the reason for the request. The next year, when he becomes a member of the second-year group, he receives a letter thanking him for his report of the previous year and explaining that we shall again appreciate the information. In our early follow-up attempts we found that a great many people neglected to return the blank the second year because they felt it was unnecessary as they had reported the year before. Especially was this true when their job was the same as that previously reported, or when they were married and staying home. A suitable letter overcame this difficulty and increased our returns. A specimen letter is shown here.³

Dear Friend:

This is the last time we shall ask you to complete a follow-up questionnaire. It is our policy to gather this information from each business education student for five years after having left school.

You have been not only kind, but of splendid service in completing the replies that you have furnished the past four years. We want to take this opportunity to thank you for your fine assistance, and while we shall not formally ask you again for the type of information we have been asking, we do want you to feel free to call upon us at any time that you may feel that we can be of assistance to you.

We also hope that we may have the pleasure of seeing you whenever you are in Fullerton.

Sincerely,

L. O. Culp, Head
Department of Business Education
Placement Department

As a further aid to good returns, we supply a return-reply envelope.

The return from the follow-up for 1938-1939 was gratifying. Out of 728 questionnaires mailed, we received 491 completed reports. Forty-one persons wrote that they

³ This letter is sent, with the questionnaire, to persons who have been out of school for five years.

did not care to submit a reply; fifteen letters were returned by the post office; so our net loss was 181.

A contributing factor, we feel, to the good response we generally have is the orientation that students are given while in school. Throughout their training, we stress the importance of making out records and blanks promptly, accurately, and completely. The instructors in the classrooms and in the laboratories acquaint the students with the fact that we have a follow-up system and explain its purpose and its potential service to them. (*Concluded next month*)



THE sixth annual Business Education Conference of the University of Denver will be held in Denver on June 26 and 27. The general theme of the conference will be "Utilizing Community Resources in the Teaching of Business Education." The continuous increase in school activities built around the business and industrial life of the community makes this theme of pertinent value and importance to teachers and teachers in training in general, and to teachers of business education and businessmen in particular.

The conference will begin Wednesday afternoon with a general session. On Wednesday evening a social and recreational program will be held at the Student Union Building on the University Park Campus. Thursday morning there will be a visitation for all guests of the Conference to business places, so that they may get broader viewpoints on ways and means of using these resources in teaching.

Douglas P. Miller, associate professor of economics and an authority on international affairs, will be the principal speaker at the luncheon meeting which will be held on Thursday. Following the luncheon meeting, there will be a tour of the Denver Mountain Parks and an All-University picnic. A detailed program will be available by addressing the Director of the Summer Quarter, School of Commerce.

Among the list of prominent businessmen and nationally known business educators who will appear on the program will be Douglas P. Miller and Clyde I. Blanchard, managing editor of the BUSINESS EDUCATION WORLD, New York City.

The conference is open to all summer quarter students, to teachers of business subjects, and to friends of education in the public schools. There are no registration fees or incidental expenses other than cost of luncheons and entertainment.



Use Radio to Place Your Graduates

DOROTHY M. JOHNSON

WHY don't you put on a radio program to help your graduating students get jobs? This is not an untried idea; a program of this nature is being broadcast every Monday night over Station WOR, Newark, New Jersey. The program, entitled "Let's Go to Work," is conducted by Herbert Hadel, with whose permission and co-operation this article has been prepared.

Mr. Hadel is an attorney who has temporarily discontinued the practice of law in order to help people get jobs. He believes that there is no more unemployment now than there was in the halcyon days of 1925-1929, but that there is greater awareness of unemployment and, consequently, less hope among the unemployed. He emphasizes the fact that he himself has never got a job for anyone—but last year he obtained job contacts for 312 people, and of this number 257 got jobs for themselves.

Between 1,700 and 1,800 people write to him each week, presenting their qualifications and asking for an opportunity to appear on the program. Their letters are read carefully until the number has been narrowed down to about ten. Mr. Hadel chooses applicants who are representative of the rest and whose demonstration of job-getting techniques will help others who are out of work.

Before the program goes on the air, Mr. Hadel tells the group that they are not talking to a radio audience; but that each one is making a telephone call, over a glorified party line, to just one man—the man who can hire that applicant. All the radio listeners, he reminds them, are only eavesdroppers

on the conversations. Mr. Hadel asks the questions the prospective employer would ask, and the applicants' answers are not rehearsed.

There is one "don't"—applicants are permitted to identify previous employers only as "a large department store in Chicago" or "a publishing house in New York," and not by name. Exceptions are made if the applicant has worked for a hospital, an educational institution, or a nationally known newspaper.

Briefly, "Let's Go to Work" proceeds as follows:

After an introduction of Mr. Hadel by the announcer, a job seeker is introduced and is asked to state his qualifications. There is no appearance of self-praise, because the applicant states his qualifications in the answers he makes to the director's well-planned questions.

Listeners are invited to telephone the studio at once if they wish the applicant to make an appointment for an interview. Not only are they invited to telephone—they really do it. One applicant's presentation brought him twelve telephone calls. The average is two. Of all those who have appeared on the program, 84 per cent have received employment contacts.

You may wonder what kind of work these applicants are qualified to do and why they land jobs so easily through this program when they were unable to do so before. Some of them really are outstanding; some of them have handicaps. The secret of the program's success is in the presentation.

One job seeker on a "Let's-Go-to-Work" program to which I listened was a Negro,

trained as a pharmacist but working as a "redcap" in a railway station because he could not get work in a drug store. The sales approach used for him was that he would be willing to work as a porter in a drug store, arrange stock, etc., and that his presence would enable the proprietor to comply with the law that requires the presence of a licensed pharmacist at all times. There were several calls for him before the program ended.

Even the young job seekers in your school can state qualifications in a way that will make them seem desirable. This will take wise planning, of course, but we cannot exaggerate the importance of careful planning for a program of this kind.

The effectiveness of your broadcast will be increased if you have the full co-operation of the principal, the superintendent, and the president of the Board of Education, and if you mention their names in your broadcast. Probably the program manager should be appointed after a careful survey of your faculty and a conference with school officials.

You will need to know in advance which students will take part. To avoid the accusation of favoritism, have them draw straws. Mr. Hadel can present nine persons during a half-hour program, allotting 2½ minutes to each. Perhaps you will feel surer of finishing on time if you plan to use only eight.

Now consider the students you have to present to listening businessmen. Some of them may be stars, rapid shorthand writers and typists, of high intelligence; they will be easy enough to place on their own merits. But some of them will have drawbacks that they are not clever enough to discount, and this is where you must help them. Let's take some hypothetical cases and their hypothetical solutions.

Case 1—The Shy Young Lady. Shyness is her drawback, but she had high grades in school. Is trained as a bookkeeper. (A suggested solution to this case will be shown in some detail further on in this article.)

Case 2—The Home Girl. School work average; everything average. Likes to cook and sew. Makes her own clothes. Probably not born for the business world, but trained for it.

Case 3—Undiscovered Garbo. School work be-

low average. Has been in several school plays. Studied office practice.

Case 4—Unsung Hero. Grades unremarkable. Chief interest has always been athletics, but he won no prizes and never made the headlines.

Case 5—He Also Serves. Never held office in any organization, although he worked in almost all of them, doing the thankless jobs assigned to him.

Here are typical cases, representative of a large portion of any student body. These youngsters, a few years from now, will be average citizens, raising average families. Right now they need jobs. You can make their qualifications seem desirable to prospective employers by using salesmanship, by interpreting the information at hand in the most favorable way possible.

Your program might proceed about like this, assuming that you are "Mr. Hepsmith," head of the commercial department of your school and director of the program.

ANNOUNCER. You are listening to "Sincerely Yours," a presentation of the Blank High School commercial department. "Sincerely Yours" is inspired by another job-seeking program, called "Let's Go to Work," whose director is Herbert Hadel, of New York City. Mr. Hadel has graciously given us permission to pattern a job-seeking program after his.

The Blank High School wishes to thank for their co-operation the president of the Board of Education, (name); the superintendent of schools, (name); the principal of the Blank High School, (name).

Seventy-two young men and women are graduating from the commercial department of Blank High School this spring. They are trained to do office work. Now they are looking for jobs.

Several of these graduates have been chosen by lot to appear on this program tonight. No favoritism was shown; all members of the class who wanted jobs drew straws to determine which students would take part.

Now before we hear these young people present their qualifications, let me introduce Mr. Joseph Hepsmith, head of the commercial department of Blank High School. Mr. Hepsmith.

HEPSMITH. Good evening. Here are several senior students of Blank High School, all trained to be of service to business firms, all eager to begin their life careers. They know what they can do, and they can do it well. First on the program is Miss Marian Warren. Miss Warren, your record shows that you have studied bookkeeping. Just what kind of work does that fit you to do?

WARREN. My training at Blank High School has fitted me to do all the bookkeeping for a small firm without assistance, or to work in the

bookkeeping or accounting department in a larger office. I have had training in the use of the (names of various machines). I can operate a switchboard, too.

HEPSMITH. Your grades were well up toward the top of your class, weren't they, Miss Warren?

WARREN. Yes, sir. I was seventh from the top in a class of seventy-two.

HEPSMITH. I understand you have a nickname, Miss Warren.

WARREN. Yes, some people call me "Noisy."

HEPSMITH. Because you are *not* noisy? You don't sound noisy to me.

WARREN. I guess that's it.

HEPSMITH. I see. You just work along and don't make any fuss about it, is that it? Most offices have noiseless typewriters; I should think many a businessman would welcome a noiseless bookkeeper, who wouldn't slam things around or get into loud conversations. Friends, if *you* have an opening for a quiet young lady who is trained as a bookkeeper and office-machine operator, won't you let us know? Telephone (number) while this program is on, or get in touch with me at the Blank High School tomorrow.

Note that nothing was said about shyness; the young lady was described as "quiet." Even her parents and friends, who would doubtless be listening, could not object.

Space is too limited to permit us to go into detail about each of the hypothetical cases presented on the preceding page, but briefly the process might be as follows:

Case 2—Home Girl. After ascertaining that her ability is "about as good as the average beginner's," and no worse, the department head inquires, "Have you a hobby, Miss Armour? Cooking? Now that's interesting. What else do you like? Oh, you like to sew, too. Do you make any of your own clothes? You made that dress you're wearing! Tell me, do sewing and cooking require pretty careful work? I thought so. You have to be accurate about following directions, I suppose. But what if the pattern you are using doesn't happen to fit you; don't you have to make changes in it—use your imagination to solve your own problems? You are able to do that, aren't you?"

Thus, by interpretation, the announcer avoids presenting Miss Armour as a home girl who may not be entirely suited for office work; rather, she is shown as a conscientious person who can follow instructions and who has ingenuity to help her solve problems, too.

Case 3—Undiscovered Garbo. Omit all mention of grades if they are below average, and try to play up personality. If a student's grades are high enough to permit him to graduate from the school, theoretically he is able to do satisfactory work of some kind. This girl, who is interested primarily in the movies, should not be encour-

aged to mention that fact lest she sound frivolous. But she says she'd like to be an actress; this sounds more earnest! From there, the questioner may proceed: "Have you ever acted in school plays, Miss Wagner? Which ones were they? Well, probably some of our listeners attended one or more of those plays. I suppose you had training in the use of your voice, then, didn't you?"

Thus he brings out the suggestion, which Miss Wagner herself states, that she would be a good telephone operator because she knows how to modulate her voice. He might get her to mention, also, some emergency on the stage in which she had to make a quick alteration in her lines, thus showing that she can adjust herself to changing situations.

Case 4. What about the athlete who was never a hero? He went out for all the teams and played on some of them, but he never did anything spectacular. Stress the fact that all these activities required teamwork; that he didn't insist on personal glory but co-operated all the way through. The department head might say, "Businessmen prefer to have employees who will co-operate, who can stick to the game even when the band isn't playing."

Last, what about *Case 5*—the young man who never was outstanding? He never held office, but he served on committees—he took tickets at a play, acted as a barker at a school carnival, spent his own free time decorating the gymnasium for a dance, drove a truck to get the folding chairs for a party. He didn't have to do any of those things, but someone asked him if he would help. The interpretations might be that he is a steady, willing, reliable, conscientious, and cheerful worker. His amiability makes him desirable, in addition to his skill, which is average.

The reason for presenting, in this article, case histories of young applicants who are *not* outstanding is, of course, that those who are unusually desirable could state their case on their own merits. The "just average" present difficulties, but the difficulties can be overcome.

By all means obtain all the publicity you can, both before and after the broadcast. You can make a class project of sending news releases to all the newspapers within the range of your local radio station several times before the broadcast date. Station officials will probably work with you in preparing the publicity copy, because it is to their advantage to have the station considered a part of community life.

Every time one of the participants is placed in a position, that's your cue for

another news release in local newspapers and in the school paper.

Here are more suggestions:

Be sure that every teacher who helped prepare the program gets credit for it during the broadcast.

Give more than one such program if you can possibly arrange it.

Don't play up too much the expectation that telephone calls will come in during the program. The disappointment would be too great if no calls came.

Make it clear in your broadcast script that other graduates with excellent qualifications are also available, and announce the name of the placement officer of your school or mention some other faculty member who will receive inquiries from employers.

Purposely I have kept the best part of this article for the last. Here it is: Herbert Hadel himself will give you all possible help in preparing your own script!

The foregoing interpretations of student

presentations are my own, suggested so as to make the preparation of your broadcast seem less difficult. But when you really get to work on it, after jumping the mental hurdle of wondering whether or not to go ahead, I recommend that you consult Mr. Hadel. He will send you a copy of one of his own scripts, if you wish it, and a copy of a booklet entitled "Your Road to Employment"; he will answer your letters and give you advice on preparing your own program. I suggest that you ask him concise questions about actual problems. He is so much interested in helping job-hunters help themselves that he even lectures to school groups and organizations, without charge.

Address: Herbert Hadel, Room 1968, 1440 Broadway, New York, New York.

When you produce your own placement radio program, won't you please send a copy of the script and a detailed report to the BUSINESS EDUCATION WORLD so that we can tell other readers about your experiences?

North Texas College Holds Conference



MRS. DAVIS

MISS LORTSCHER

MR. ARMSTRONG

MR. SHEPHERD

A SUCCESSFUL two-day conference on distributive education was held early in March at the North Texas State Teachers College, Denton, Texas. Hilton D. Shepherd, assistant professor of business education, presided at the meetings of the conference, which was sponsored by the business education department.

Donovan R. Armstrong, Texas state director of distributive education, was the principal speaker. Other speakers were Miss Lucille Lortscher, co-ordinator of distributive

education in Dallas Technical High School, and Mrs. Beatrice M. Davis, Texas itinerant teacher in distributive education.

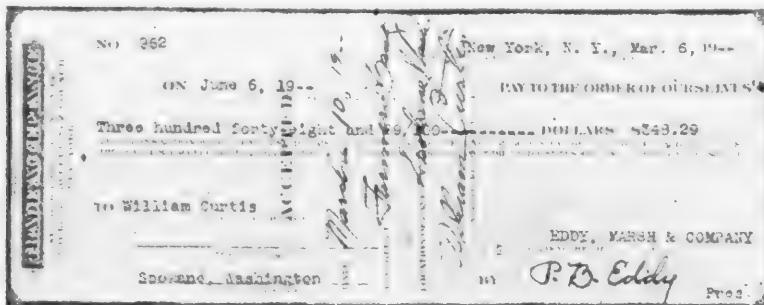
The conference was held in connection with the distributive-education program that has this year been set up in Texas under the provision of the George-Deen Act. The Texas program is conducted by nine itinerant teachers and offers to sales persons courses in trimming windows, display, salesmanship, advertising, textiles, retail store management and related subjects.

Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

No. 8—The Trade Acceptance

EDITOR'S NOTE—This is the eighth of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business form shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students.



FORM K

DIRECTIONS TO STUDENTS: Examine the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth five points. (For the convenience of teachers, the keys appear in *italics*.)

1. Form K is a *trade acceptance*.
2. The payee of Form K is *Eddy, Marsh & Company*.
3. The drawee of Form K is *William Curtis*.
4. The drawer of Form K is *Eddy, Marsh & Company*.
5. The buyer of the merchandise for which Form K was drawn was *William Curtis*.
6. The seller was *Eddy, Marsh & Company*.
7. The date on which Form K was drawn was *March 6*.
8. Form K was accepted on *March 10*.
9. Form K was due to be paid on *June 6*.
10. When Form K was accepted, *Eddy, Marsh*

& Company should have debited *Notes Receivable (or Trade Acceptances Receivable)*.

11. They should have credited *William Curtis*.
12. When Form K was paid, *Eddy, Marsh & Company* should have debited *Cash*.
13. They should have credited *Notes Receivable (or Trade Acceptances Receivable)*.
14. The book of original entry used at the time of acceptance was the *General Journal (or Notes Receivable Journal)*.
15. The book of original entry used at the time of payment was the *Cash Book*.
16. When he accepted Form K, *William Curtis* should have debited *Eddy, Marsh & Company*.
17. He should have credited *Notes Payable (or Trade Acceptances Payable)*.
18. When Form K was paid, *William Curtis* should have debited *Notes Payable (or Trade Acceptances Payable)*.
19. He should have credited *Cash*.
20. If the payee of Form K wishes to receive cash for it before the due date, he may *discount* it at a bank.



Elimination of Budgets In Typewriting Classes

ROYAL S. CURRY

IN a typewriting class taught without budgets, the pupil becomes his own teacher to the fullest extent of his own abilities, while the teacher assumes the rôle of coach and adviser. From the start the pupil is encouraged and taught to set his own specific or differentiating objectives and to develop his own procedures for reaching them. Unless he shows himself entirely unable or unwilling to set goals for himself, the goals set are his own, and he can never forget that he is working for himself and not for the teacher. Of course, the teacher must be able to make helpful suggestions to keep him from overestimating or underestimating his ability; and, once the goal is set, the teacher must be able to make suggestions for procedures to be developed from the text and from adequate supplementary material. This applies only to individual practice work and not to any practice that the teacher wants to take up with the entire class.

The need for making the pupil self-directing in the manner suggested is the content of the twelfth of the principles advanced by Odell and Stuart.¹

The objection will be raised that such a procedure will be difficult or even impossible in a very large class. It will be difficult. But let us remember that overloaded classes and overworked teachers make a poor learning situation in any subject and by whatever method the teaching is done.

But, to quote again from the writers just mentioned, we read in support of their twelfth principle:²

In large classes it is not possible for a teacher to plan individual practice programs for his students without a large loss of time. Students are obliged to wait their turn to consult him. It is the authors' firm belief, however, that most students can be shown how to plan their own practice. Students under their supervision have done so successfully. Techniques for doing this are given on pages 71, 81, 95 and 155.

There is not space here for presenting any of this detailed procedure.

In a situation such as I have described, the teacher works with the pupil, not with his copies. In so far as errors can be analyzed, the student should be taught to do it; then the teacher, with his mind freed from an overload of checking and concentrated on the pupil, can enter co-operatively with the student, whose mind is freed from an overload of copies, into the exact situation where the errors are made, and together they can work out corrective procedures.

Possibly the best corrective procedure at a certain point will be to move on to another, more interesting, task. Possibly the student will need to backtrack to something less difficult. If he needs practice on that

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¹ William R. Odell and Esta Ross Stuart, *Principles and Techniques for Directing the Learning of Typewriting*, D. C. Heath and Company, New York, 1935, page 23.

² *Ibid.*

particular job, the teacher can encourage him to drill, not on a particular sentence in which the error occurred, but on many sentences that he can construct himself, using the word missed as many times as possible, or to find other words of the same pattern difficulty. The main factor is that the difficulty will be attacked when and where it occurred, with the best possible relationship between the teacher, the pupil, and the pupil's work.

No doubt we must still have grades. But, since the primary aim of vocational typing is to achieve a marketable skill in the handling of every feature of a typewriter, these pupils are going to be graded principally on the evidence they can give of having achieved that skill. Achievement tests will be given either on stated days or at the end of definite stages of work. These tests will show the pupil what he has accomplished to that point in relation to the other members of the class and, what is more important, what he has achieved in the way of marketable skill.

Any number of other tests may be given to help the student see his progress toward his particular goal or objective, but more for his own enlightenment than for grades. Recall tests will be given frequently to each student to check on his retention of work that he has covered. Incidentally, the student's familiarity with the parts of the machine will be tested, not by asking him questions about these parts, but by testing his ability to use them in a given situation.

Individual differences will exist in the class that is taught without the use of budgets. The teacher will spend more time and effort on the weaker members than on the stronger ones, because it is harder for the former to learn the signals and follow the plays. They will be slower in developing marketable ability. If they cannot develop that ability, there is no reason why they should raise their grade with extra copies that do not represent a measurement of business efficiency. If they can develop it without the extra copies, there is no object in making the extra copies.

If the nature and possibility of this plan are understood, the chances for personality

development will be seen without any help from me. The results to be accomplished in personality training in any class depend largely upon the objective with which the pupil works. In the class I have described, the pupil has only one supreme objective, to develop a marketable skill; and the objective is his own. Any work he does in choosing specific objectives and in moving toward them is a step in the completing of this total picture. He will get his grade, not for the number of times he practices each step, but for the way he fits that step into his whole picture.

May I summarize the advantages of working without dependence on budgets as follows:

1. The teacher's time is saved because his energy and thought are released for personal work with the pupil.
2. The grading is based on achievement of business efficiency.
3. Allowance for varying rates of progress, if such allowance is desired, is made easy and logical.
4. The student becomes to a large degree his own teacher, setting his own objectives, working out his own procedures.
5. The student works under pressure from the teacher only in the testing of his achievement of efficiency, never under the hopelessly objectionable pressure of late copies.
6. Analysis of errors and correcting procedures are worked out where and when made, with the help of the teacher acting as coach and adviser.

There are disadvantages. The class cannot be taught from the desk or the other end of the hall. A football coach does not develop winning teams from the sidelines or the back yard.

The teacher must know his students, must know the typewriter, must be well prepared, must know typing errors and word patterns, must have plentiful supplementary drill material and must know how to use it. In brief, he must be a good teacher.

The teacher will have to use the time saved from checking, or at least a part of it, to accomplish the things mentioned in the preceding paragraph.

There must be no lagging on the part of the teacher, or the fine point of co-operative control will be lost; and to fill in with busy work is not fair.

Creative Expression in the Bookkeeping Class

I. DAVID SATLOW

Bushwick High School, Brooklyn, New York

EDITOR'S NOTE—Mr. Satlow has discovered a new kind of review assignment for bookkeeping classes, well worth using in moderation. Because pupils will profit from writing original jingles rather than from memorizing ready-made ones, only part of the letters of the alphabet are shown here, as examples. Some of the rhymes—as of *loss* with *remorse*—may puzzle your pupils unless you explain that New Yorkers usually ignore the sound of the letter *r*.

ON a certain stormy day in January, attendance in a fourth-term bookkeeping class was unusually poor. In the absence of so many students, there was no point in attempting to develop any new unit or topic. It was simply one of those situations in which a carefully drawn lesson plan has to be abandoned and the time utilized for some other work.

Quick thinking was necessary: an ordinary type of review lesson would not appeal to students who had been having "study periods" during the three periods immediately preceding. The teacher suggested that the class spend the period writing bookkeeping jingles. Several students were amazed. "Bookkeeping jingles? Never heard of 'em." Others said, "Impossible." Still others said, "This ain't no English class."

Undaunted, the teacher insisted, "Yes, bookkeeping jingles!" and proceeded to write on the blackboard, "*A* is for _____. "

He called for volunteers; several offered, "Assets."

"Now we need a second line."

Someone suggested, "The things that we own."

This was cheerfully added on the blackboard.

The students were then told to try to complete by themselves the missing two lines. After a few minutes several versions were presented for discussion as to their poetic (?) quality and bookkeeping accuracy.

Students were then asked to work by themselves with the remaining letters of the alphabet. By the end of the period, six verses had been completed—and many pages had been perused in the textbook. Was this review? Did this recapture the interest of the students? The answers are left to the reader. At the ringing of the bell, many students requested that the homework assignment should deal with the completion of the alphabet. This was gladly conceded.

The jingles appearing below are a composite of the best submitted by the various members of the class:

In Debit and Credit Land

JOHN SCHREIBER

A is for Assets,
Things that you own;
They're a great help.
In securing a loan.

C is for Cash,
Which a proprietor needs;
Without it, his business
Would go to the weeds.

E is for Entry;
A pleasant one is made
When customers accounts
Promptly are paid.

F is for Freight Out,
Which is one of a twin;
The other account
Being Freight In.

G is for Gross
Profit or Loss;
For the first you'll have joy,
For the second, remorse.

I is for the Income,
Which the proprietor earns;
And which on his statements
He readily discerns.

K is for nothing
In this set of alphabetics;
But could stand for Kredit,
If we wrote in phonetics.

M is for Merchandise,
The goods that you sell;
If you sell very many
Your business goes well.

N is for Notes,
Receivable and Payable;
We should pay the latter
As money's available.

P is for Profit,
And it gladdens the boss
To see *such* a figure
Instead of a loss.

Q is for Quick Assets;
If many you own,
Your chances are good
For obtaining a loan.

S is for Salaries,
Which good bookkeepers take
If all of their entries
Correctly they make.

U is for Understatement.
When made it is bad;
For when it's discovered,
Drives everyone mad.

Practice Sets in High School Bookkeeping

JAMES W. KESTOL

Director of Commercial Education, Darien (Wisconsin) High School

STUDENTS of high school age are not familiar enough with business affairs to grasp all the theories of bookkeeping without some actual experience in connection with the principles involved. The purpose of this article, therefore, is to bring out some of the real values of practice sets to students of bookkeeping.

First of all, let us try to define the actual knowledge an average high school student has of business management. He knows how to make purchases (provided he knows what he wants) and could even handle retail selling in a small business; but when it comes to understanding the financial statement and analyzing the comparative condition of the business, he inevitably stumbles. This is because he has had no responsibility in the general management of the business. Cost of merchandise, selling price, and general expenses have been taken for granted, as have the profits and losses. Here is where the working of a practice set would bring to light the meaning of figures on financial statements.

The practice set would prove its worth for the simple reason that, after recording the daily transactions of the practice set, the student would have a general idea of the whole business setup and would understand the value of each account on the monthly balance sheet and profit and loss statement.

His knowledge of bookkeeping procedure would be enriched by the practical application of the principles learned.

We hear a great deal about adjusting the commercial curriculum to the needs of the community. We also hear demands that socialized bookkeeping for personal use be offered and demands that entirely vocational aims be kept in mind. Here is where the practice set again comes to the rescue. Whatever the size of the school, some students will be studying bookkeeping for personal use while others will be studying it for its vocational values. The wide variety of practice sets that are available, especially in the larger high schools, makes it possible to select the set that best meets the student's aim. For example, students from agricultural sections, particularly if they plan to make farming their life work, will be interested in working out a well-planned farm set. Girls frequently prefer the household set in order to familiarize themselves with the financial problems of the home.

With classes composed of the sons and daughters of grocers, doctors, farmers, lawyers, bankers, politicians, etc., there will be as great a variation in student interests as there is in the businesses and professions with which they have been familiar from childhood.

The abilities of the students in the class

will differ as much as their desires. To select a practice set for a class of this kind is a problem that confronts every teacher of bookkeeping, especially in the smaller high schools. The choice of a set may be left to the teacher or to the students themselves. A way to satisfy all, but one that will make more work for the teacher, is to provide two or three sample sets and allow the students to make their own selection. This would fulfill the vocational and social demand and provide an ideal situation under which the students could work. In spite of the fact that only a small percentage of the class will eventually become bookkeepers, all will derive much benefit from the set they select, because each set has the *same fundamental value*.

Some teachers contend that it is hard to tell whether or not each student is doing his own work. This, of course, is a condition that may apply to any problem in any subject. The only way to be absolutely sure that each student does his own work would be to allow students to work only in class. Practice sets could be turned in at the close of school to prevent copying from one year to the next.

Many teachers believe that a practice set is merely an added drudgery and a waste of time. They feel that most of their students are mastering the elements of bookkeeping from the exercises and problems that are given in the text. Yes, it is true that many students can understand bookkeeping procedure from the text alone. Possibly they have had some experience with certain busi-

ness papers, or they may have a keen mind with an aptitude for bookkeeping. It has long been known that one does better that which one likes to do.

A practice set will help the good student as well as the poor one. Theory alone is not enough to bring out a true understanding of the subject. Bookkeeping theory may be very difficult for some students, but it can be made much easier with the practice set. Furthermore, when students understand what they are doing, they are more willing to learn.

At the time of the year when the class interest lags and everything about bookkeeping seems dull, a practice set will renew interest. Most students will give a practice set a hearty welcome as it challenges them to show their ability in handling it. They really feel as if they were filling a part-time job while going to school. Dull students will find that, little by little, they are accomplishing what at first seemed an insurmountable task. They have more confidence in themselves as a result of their achievement.

Trying to teach bookkeeping without a practice set is like trying to teach horseback riding without a horse. Just as experiments are provided for in chemistry, physics, and science, so should actual experiments in business be provided for in bookkeeping. Fundamental knowledge is built up as a result of experience. When students can see their work in cycles, they are proud of their achievement and feel they have really gained something from the bookkeeping course.

A Bookkeeping Course Revision Problem

WARD B. GEDNEY

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Trenton, New Jersey*

MANY teachers of bookkeeping are faced with the peculiar problem of attempting to keep their classroom instruction in step with the current demands of modern business education, while at the same time they are compelled to use an

antiquated course of study or are otherwise handicapped. One reason for this very evident discrepancy is the fact that business organizations, especially in times of depression, are constantly striving for more efficient operation, while schools, not affected

to such an intensive degree, are slow in keeping up to the changing demands. When we as commercial educators find ourselves in this dilemma, what can we do to meet current demands? First, possibly, make a careful study of those concerned to find out, as far as possible, whether the bookkeeping course is functioning.

In undertaking to solve this controversy and problem in the teaching of bookkeeping, the determination of objectives of a bookkeeping course is of vital importance. Among the relevant questions and problems that come to mind are the following:

- I. From the point of view of the average person, has bookkeeping personal and social values?
 - A. How important is bookkeeping in the life of the average person?
 - B. Will the social values carry over to other subjects in the commercial curriculum and particularly to the activities of everyday life?
 - C. Is it necessary to emphasize the social objectives to the exclusion of vocational objectives any more than it is necessary to emphasize the vocational objectives to the exclusion of the social?

Before attempting to study the question of personal, cultural, and social values of bookkeeping, it might be well to define those terms. Education, according to John Dewey (*Democracy and Education*), "is that reconstruction and reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience."

It appears that culture and education both imply knowledge and the ability to control or direct situations by reason of the possession of knowledge. To justify modernizing bookkeeping from this point of view, then, it is necessary to show that bookkeeping occurs and its knowledges and skills occur frequently in individual lives.

- II. From the point of view of the average person, has bookkeeping value in general business preparation?
 - A. Can we determine with any degree of exactness what the business world requires of a graduate of the bookkeeping course?
 - B. Have any comprehensive studies been made on job analysis that would assist in the solution of these problems in a particular city school system?

C. If an analysis of local occupations of graduates and dropouts were available, should it be made use of in determining further changes in the course of study?

At the present time there are very few positions open for the old-style bookkeeper who goes into an office and takes complete charge of a set of books. This fact is being reflected in the decreasing demand for the old-style bookkeeping courses in high schools. About 10 per cent of the pupils enrolled in our public and private high schools are studying bookkeeping; four years ago 12 per cent were enrolled in bookkeeping—a decrease of 2 per cent in four years. This falling off in the demand for bookkeeping in schools must be controlled by the operation of powerful forces in and demands by business.

- III. From the point of view of businessmen, Chambers of Commerce, and the community at large, what have they a right to expect of the graduate of the bookkeeping course? Do they expect graduates:
 - A. To handle capably and completely a set of modern business books?
 - B. To be proficient in the fundamentals of business principles and functions?
 - C. To be able to use and interpret business forms, papers, documents, statements, etc.?
 - D. To apply knowledge of commercial arithmetic and especially the skills developed in short methods of calculation?
 - E. To have a knowledge of and be able to use certain common office appliances, such as adding machines, calculation machines, etc.?

From the point of view of some businessmen, bookkeeping is vocational. Today a bookkeeper is usually referred to as a posting clerk, a ledger clerk, etc. His part in the system as a whole is a rather small and mechanical one.

Businessmen, however, do expect of business students a knowledge of correct business habits, of the proper use of office time, and of general business fundamentals. The need for this is obvious. Many business losses of time and money occur because employees have not had this proper training. The study of bookkeeping in our high schools ought to give this training so that our graduates may not be at a disadvantage.

when they go out into the business world.

Every bookkeeping course should include some instruction and practice in the use of adding and calculating machines. While businessmen do not expect bookkeepers and clerical office workers to be expert in the use of such machines, surely they have a right to expect office clerks to have a knowledge of the fundamental principles involved and to be able to check totals by machine. This is a knowledge that the clerk ought to have as a matter of self-protection.

IV. From the point of view of the Board of Education and the school administration, is the study of bookkeeping justified?

- A. Does the course meet or can it meet the general aims and objectives of education?
- B. Is the course completely dominated by the predetermined principles of education for a secondary school?
- C. Does the course help the student or graduate to do well those things that he most likely will need to do in later life?
- D. Would the course be approved by authorities as one containing a wealth of material that would have to do with the major activities of life?
- E. Would the course develop, through pupil activity, usable skills, knowledges, and attitudes?

Henry Harap, in his *The Technique of Curriculum Making*, says that an objective is "a specific goal, useful in life, to be achieved by education."

Does the bookkeeping course that is being evaluated fulfill this objective?

If bookkeeping is effective, it should make an essential contribution to the student's education, in the sense that it includes in its subject matter, problems and situations involving production, distribution, consumption, and proper use of natural resources.

It should give to the student an intensive training, which is vocationally valuable upon graduation or upon his being compelled to leave school to become gainfully employed; it should give him a specialized business education, which he may be called upon to use in earning a living and which he may use as a foundation for further study.

THE fortieth anniversary of the founding of the New York University School of Commerce, Accounts, and Finance was celebrated by a reunion dinner at the Hotel Roosevelt in New York City on April 4. More than five hundred alumni were present. The occasion also marked the fiftieth anniversary of the appointment of Dr. John T. Madden as dean of the School.



DR. JOHN T. MADDEN

Speakers at the dinner were Honorable Carroll Reece, member of Congress from the First District of Tennessee; Chancellor Harry Woodburn Chase; Dean Madden; Associate Dean George Rowland Collins; Assistant Dean Edward J. Kilduff; Raymond J. Comyns, '14, president of the New York University Alumni Federation; and Norman E. Webster, chairman of the New York State Board of Examiners for Certified Public Accountants.

The School of Commerce, Accounts, and Finance was founded by practical businessmen who also took upon themselves the responsibility of actual instruction. Such prominent and successful businessmen as Charles Waldo Haskins, senior member of the accounting firm of Haskins and Sells, who became the first dean of the School, and Charles Ezra Sprague, president of the Union Dime Savings Bank, worked tirelessly in their determination to found a school dedicated to professional training for business, and this at a time when professional training for business was an almost unheard of idea.

Some 60 students were enrolled the first year. Today the enrollment in the business courses numbers more than eleven thousand men and women. Out of courses first offered by the School of Commerce have emerged the School of Retailing and the Graduate School of Business Administration.

Dean Madden was appointed to the deanship in 1925.

Grading Scales for Typewriting Tests

HOWARD Z. STEWART

EDITOR'S NOTE—This is the seventh of a series of eight typewriting scales for use in high schools to be published in the B.E.W. Mr. Stewart's full set of twenty-two scales is available in book form. Publisher, The Garrard Press, Champaign, Illinois.

The set has been based on the periodic progress made by students through two years of high school training. In preparing the scales, the author's aim was to combine the factors of satisfactory periodic progress, ease and speed in checking, and fairness and equality in the objective grading of typing tests.

To find the net rate a minute and the percentage grade, first find the proper range of strokes; then move the finger to the right to the proper error column. The teacher may place the letter grade equivalent for the percentage grade in the space provided, if desired.

One of the outstanding values in the use of the scales is the opportunity such use affords the students to know how they rank in so far as test grades are concerned, as the scales are objective statements of student achievement in proportion to the weeks spent in study.

THIRTY-FOURTH WEEK—15 MINUTE TEST

STROKES	ERRORS											
	0	1	2	3	4	5	6	7	8	9	10	11
5175-5249												62--97/
5100-5174												61--96/
5025-5099												60--95/
4950-5024												59--95/
4875-4949												59-100/ 58--94/
4800-4874												58--99/ 57--95/
4725-4799												57--98/ 56--93/
4650-4724												57-100/ 56--98/ 55--92/
4575-4649												56--99/ 55--97/ 54--91/
4500-4574												55-100/ 55--98/ 54--95/ 53--91/
4425-4499												54--99/ 54--98/ 53--95/ 52--90/
4350-4424												54-100/ 53--98/ 52--95/ 51--89/
4275-4349												53--99/ 52--98/ 52--96/ 51--94/ 50--89/
4200-4274												52--99/ 51--97/ 51--96/ 50--94/ 49--88/
4125-4199												52-100/ 51--98/ 50--96/ 50--95/ 49--93/ 48--87/
4050-4124												51-100/ 51--99/ 50--97/ 49--96/ 49--94/ 48--92/ 47--87/
3975-4049												50--99/ 50--98/ 49--97/ 48--95/ 48--94/ 47--92/ 46--85/
3900-3974												50-100/ 49--99/ 49--98/ 48--96/ 47--94/ 47--93/ 46--90/ 45--84/
3825-3899												49--99/ 48--98/ 48--97/ 47--95/ 46--93/ 46--92/ 45--89/ 44--83/
3750-3824												49-100/ 48--99/ 47--97/ 47--96/ 46--94/ 45--92/ 45--90/ 44--86/ 43--81/
3675-3749												48-100/ 48--99/ 47--98/ 46--96/ 46--95/ 45--93/ 44--90/ 44--89/ 43--86/ 42--79/
3600-3674												47--99/ 47--98/ 46--97/ 45--95/ 45--94/ 44--91/ 43--89/ 43--88/ 42--84/ 41--78/
3525-3599												47-100/ 46--98/ 46--97/ 45--95/ 44--93/ 44--92/ 43--90/ 42--87/ 42--86/ 41--83/ 40--77/
3450-3524												47-100/ 46--98/ 45--97/ 45--95/ 44--94/ 43--92/ 43--91/ 42--86/ 41--86/ 41--84/ 40--82/ 39--76/
3375-3449												46--99/ 45--97/ 44--95/ 44--93/ 43--91/ 42--89/ 41--87/ 40--84/ 40--83/ 39--81/ 38--75/
3300-3374												45--97/ 44--96/ 43--94/ 43--93/ 42--91/ 41--89/ 41--87/ 40--85/ 39--84/ 39--82/ 38--80/ 37--73/
3225-3299												44--96/ 43--94/ 42--92/ 42--91/ 41--89/ 40--87/ 40--86/ 39--85/ 38--82/ 38--81/ 37--78/ 36--73/
3150-3224												43--95/ 42--93/ 41--91/ 41--90/ 40--88/ 39--87/ 39--86/ 38--83/ 37--81/ 37--80/ 36--78/ 35--71/
3075-3149												42--93/ 41--91/ 40--89/ 40--88/ 39--87/ 38--85/ 38--84/ 37--83/ 36--80/ 36--79/ 35--76/ 34--70/
3000-3074												41--91/ 40--90/ 39--89/ 39--88/ 38--86/ 37--84/ 37--83/ 36--81/ 35--79/ 35--78/ 34--75/ 33--60/
2925-2999												40--90/ 39--89/ 38--87/ 38--86/ 37--85/ 36--83/ 36--82/ 35--80/ 34--78/ 34--76/ 33--65/
2850-2924												39--89/ 38--88/ 37--86/ 37--85/ 36--84/ 35--82/ 35--81/ 34--79/ 33--68/
2775-2849												38--88/ 37--86/ 36--85/ 35--83/ 34--81/ 34--80/ 33--69/
2700-2774												37--87/ 36--86/ 35--84/ 34--81/ 33--71/
2625-2699												36--86/ 35--84/ 34--83/ 34--82/ 33--71/
2550-2624												35--85/ 34--83/ 33--73/
2475-2549												34--83/ 33--73/
2400-2474												33--73/
	0	1	2	3	4	5	6	7	8	9	10	11

Qualifications of a Good Secretary

LUCIE HELLER

New York City

WHAT are the qualifications of a good secretary?

The question undoubtedly has been asked by every beginning secretary, as well as by countless employers.

In connection with its "Five Millionth Typewriter" celebration, the Underwood Elliott Fisher Company decided to pose this question to the nation's present and future secretaries.

In the three months during which the contest was held, the company received over ten thousand versions of a secretary's qualifications. The prize-winning entry was submitted by Charlotte Westberg, of Minneapolis, a senior at the University of Michigan. She wrote:

You will be glad to employ Patty Perfect, the ideal secretary. Notice her degrees of A.A., R.D., I.I., C.T., G.J., A.P., and P.A.

A.A.: Patty is Absolutely Accurate. She does not make mistakes in typing or transcribing. You are proud to sign her flawless letters. Records and data are kept precisely. Her work is done carefully the first time.

R.D.: Patty is Responsible and Dependable. You are kept in constant touch with office work but are relieved of many details. She carries out routine tasks without being reminded or supervised. Patty is always there when you need her. She is considerate by being punctual.

C.T.: Patty is Courteous and Tactful. She is pleasant on the telephone and to callers. Her conversation is punctuated with "please" and "thank you." She treats you with respect and recognizes the privacy of your office. Her good manners are built on sincerity.

G.J.: Patty has Good Judgment. She knows when to criticize and when to praise. Her work is done in order of its importance. She can discriminate between callers without losing their good will. You can trust her with confidential matters.

A.P.: Patty is Always Pleasant. She is cheerful and accepts criticism without resentment. Her smile reflects her gracious manner.

P.A.: Patty has Personal Appearance appropriate to her position. She carries herself well.

Her clothes are becoming and neat. You meet a well-groomed, attractive woman every morning. She is personally immaculate and looks like a lady at all times.

Is your own secretary a Patty Perfect?

A composite of "Patty Perfect" as culled from a careful survey of the twenty-eight best entries would result in a superefficient secretary possessing the wisdom of the ages, together with various skills, as outlined in the following:

Skill and background:

Accuracy in typing, transcribing, and producing clear carbons.

Accuracy in writing letters, arranging them attractively with or without an outline, preserving the spirit and meaning of dictation.

Proficiency in filing, bookkeeping, and arithmetic.

Proficiency in handling business machines.

Familiarity with the principles of accounting, finance, and advertising.

Proficiency in general office routine.

Familiarity with diversified subjects through wide educational and cultural background.

Accuracy in grammar, sentence structure, use of words and spelling.

Familiarity with the principles of psychology in assisting the employer to solve innumerable problems.

Personality:

Ability to organize work, saving employer's time through unfailing accuracy.

Ability to assume authority when necessary, by exercising sound judgment, "using insight and foresight, which together are discernment."

Ability to recognize and deal with employer's idiosyncrasies.

Ability to meet public with charm, ease, and perfect assurance.

Ability to handle telephone calls courteously and intelligently.

Capacity to be accommodating, willing, and cooperative.

Capacity to remain poised and composed in confusion.

Capacity for good sense of humor, friendliness toward co-workers.

Capacity for keeping confidences and maintaining business on a strictly impersonal basis.

Ability to enunciate clearly in a pleasing voice, using care in pronouncing people's names.

Ability to be tactful, trustworthy, resourceful, adaptable, congenial, and self-confident.
Ability to remember details assured by frequent note taking, together with cultivation of visual memory.
Ability to present a neat, well-groomed appearance by using good taste in dress, hair style, jewelry, and nail polish.
Ability to keep clothes brushed and pressed, shoes shined, and stocking seams straight.
With a decade-long depression and its consequent unemployment, the necessity for

expertness has become even more obvious than during the lush times of easy prosperity. While the average stenographer or secretary has experienced considerable difficulty, at times, in finding a desk to which she could become attached, the really efficient secretary has always been sought. There is no such thing as overproduction of qualified secretaries; nobody has found it necessary to plow good secretaries under!

Census Uses for School Administrators

As the 1939-1940 school year draws to a close, administrators are sitting down to plan programs for the semesters to come. What will be needed in the way of new buildings and equipment? Will more teachers be required? How about the curriculum —are changes called for?

Intelligent answers, of course, demand full knowledge of all pertinent facts, which are sometimes elusive. In 1940, however, a large body of information useful to school administrators in solving these problems will be made available, as a result of current studies by the U. S. Census Bureau.

Masses of statistics will be brought forth by the 1940 Census, in such quantity that educators might tend to overlook many items of value. To assist the busy school administrator in making the most advantageous use of 1940 Census data, there follows a checklist of what to look for in the published results.

Obviously, changes in the number of persons in a community are of fundamental importance in planning at least two phases of the school program—building and staff. The 1940 Census will provide the first population data in ten years, breaking the material down by age groups. Thus the administrator will see exactly how many children of school age there are in a community, and how many can be expected to reach school age in a given period.

Migration trends into and out of school districts will be shown through answers to a new question on place of residence of each

person five years ago, which will help in forecasting size of the school population.

Administrators must face the fact, however, that for most sections Census data will show a declining number of children. Some elements may seek to use this information as a lever for reducing school budgets. School authorities will have the task of showing that its true significance lies in the possibility of cutting classes to a reasonable size, providing adequate books and equipment, paying teachers satisfactory salaries, and otherwise improving the quality of educational service.

For the first time, Census-takers are collecting facts on degree of education. The resulting statistics will be particularly significant in measuring the need for continuation and adult-education classes.

Economic conditions are compelling school administrators to give increasing attention to the relationship between education and employment, in vocational courses, vocational guidance service, etc. The more detailed Census coverage of employment status in 1940 should, therefore, be very welcome.

All these factors are important in helping administrators to adjust the course of study intelligently, with regard to employment opportunities and their educational requirements.

Statistics on salaries of teachers in different localities will be useful for comparative purposes at budget hearings; these will be obtained for the first time in the current Census.

Making Consumer Education Effective

A Report of the Second Annual National Consumer Education Conference at the Institute for Consumer Education, Columbia, Missouri

JOSEPH DEBRUM

SEVEN hundred consumer-interested persons, from thirty different states, attended the Second National Conference on Consumer Education on April 1, 2, and 3 at the Institute for Consumer Education, Stephens College, Columbia, Missouri. Representatives from education, government, labor, and business focused attention on the theme, "Making Consumer Education Effective," throughout the proceedings of the general meetings and the twenty-three round-table sessions.

Undoubtedly there was disappointment among those in attendance who expected to see a flare of "fireworks" between the magazine and advertising officials and the educational group. In fact, the conferees were somewhat stunned by the harmony and consideration apparent during the conference programs. As one educational leader commented, "The business lions and the consumer lambs are lying down together in cud-chewing peace!"

Because of this harmonious atmosphere, a number of persons believed that some of the vital issues were not sufficiently considered. On the other hand, there were many who expressed the feeling that substantial progress was made through the "mutual understanding and appreciation of consumer problems" by both businessmen and educators.

How Much Advertising?

Because of current attention in the press to the treatment of advertising in the consumer movement, the question as to "What should be taught about advertising in a consumer course?" provoked keen interest. It was generally agreed that the subject of advertising should be considered in the schools. In an attack on those who have

stated that advertising should not enter into classroom discussions, one speaker warned that to keep issues out of the school is "to keep life out of it; it is to deny tolerance and intelligence, and it is to trample upon our treasured tradition of freedom of thought and speech." As a whole, business and educational participants subscribed to this belief.

The following aspects of advertising were specified as those that should be treated in the schools:

1. A documented history of advertising in America.
2. The extent to which advertising informs consumers accurately about values and prices.
3. Abuses of advertising and how to stop them.
4. The responsibility of consumers in encouraging good advertising and discouraging bad practices.
5. Methods of improving advertising as an aid to consumers and hence to legitimate business.
6. What advertising has accomplished and what its potentialities are from the consumer point of view.

An advertising executive, speaking for business, urged that consumer instruction in advertising should be objective in character and considered in the light of how it works under conditions today. Furthermore, this speaker advised that course materials should emanate from, or be checked by, unprejudiced sources and that "amateur and perfidious sources should be carefully guarded against." The representative for business did not claim that all advertisers and advertisements are 100 per cent honest and that advertisers are altogether altruistic toward the consumer; but he declared that the advertising business itself is making a patient effort to eliminate malpractices, and that credit for this objective should be in evidence in an unbiased consumer course.

What Labor Is Doing

Actual participation by labor in consumer education, it was revealed by the educational director of the International Ladies' Garment Workers' Union, includes distribution of private and government consumer publications to trade-union classes; lectures and courses on consumer problems in workers' education activities; and the featuring of consumer-information columns in labor newspapers. In some instances, labor has sponsored radio talks on consumer problems. Consumer booklets, too, are being prepared by various workers' groups.

Labor groups are also doing pioneering work in consumer co-operation, especially through the medium of co-operative credit unions. It was reported that one of the large unions has more than 350 credit unions serving its worker members, and these have been run "successfully and have helped the worker to escape the loan shark and usurious rates of interest."

Of particular significance is the statement that labor is in a unique position to give inside and reliable information about the quality of the commodities that it produces. It was also implied that labor will increase its support and participation in the growing consumer movement.

Consumers and Monopoly Problems

The Sherman Anti-Trust Act forbids three things: monopolies, attempts to monopolize, and combinations in restraint of trade. In explaining that antitrust laws serve consumers by helping them to get an adequate supply of goods at reasonable prices and by encouraging improvements in the articles they buy, one official from the United States Department of Justice told the conference visitors that the main weakness of the anti-trust laws, so far as consumers are concerned, is that the laws have been "too sparingly enforced." According to this speaker, this laxity is due to staff limitations; and the extent to which consumers can be protected by antitrust legislation is dependent on the support and interest of the American people in this phase of the work of the Department of Justice. The speaker envisaged a program that will bring the

consumer body and the antitrust division very closely together in an organized attack upon restraints of trade in many of the major fields of consumer expenditures.

Co-operatives

"Business has nothing to be afraid of from the co-operative movement or from the general movement of consumer education in this country in women's clubs, churches, and other institutions. Only dishonest business has much to worry about because of the enlightenment of our people as consumers." In making this statement, an officer of the Consumer Distribution Corporation said that, during the coming years, service, efficiency, and honesty will, in the final analysis, decide what kinds of business organization will survive in this country.

The co-operative movement, it was indicated, is devoting much attention to developing economic understanding of the problems facing the country's consumers. Emphasis was given to the belief that business and the consumer can work together. Organizations such as the National Consumer-Retailer Council should receive all possible encouragement, it was stated.

One round table dealt with the co-operative movement. Participants agreed that consumer co-operatives should have a place in all forms of consumer education; that, in schools, the co-operatives should be presented as one form of business enterprise—as one method of improving social and economic conditions to a certain

◆ *About Joseph DeBrum:* Business teacher at Sequoia High School, Redwood City, Calif. Recently a research fellow at the Institute for Consumer Education, Stephens College, Columbia Missouri. Chairman of the Consumer Education Committee, N.E.A. Department of Secondary Education. Immediate past president of the Department of Business Education, National Education Association.



degree; and that co-operatives should be presented to students, not as a panacea, but as a challenging trend in business.

Services of the Better Business Bureaus

The work of the Better Business Bureaus was described as including four points: (1) fraud prosecution, (2) fraud prevention, (3) promotion of fair advertising and selling practices, and (4) consumer education in money management in buying and taking care of merchandise in everyday relations with business.

According to the speaker, Bureaus are becoming clearinghouses for complaints from consumers (138,000 complaints are handled yearly by the Better Business Bureaus; government agencies receive about 12,000 complaints annually). Conferees were reminded that Bureau activities also include consumer services such as radio broadcasts—consumer programs were released from 106 stations in one year—and the preparation of consumer publications. Last year 2,000,000 Bureau bulletins were published and distributed, and more than 700,000 pamphlets and posters designed specifically for consumer use were given out.

Special mention was made of the "Fact" booklets that the Bureaus are featuring. Before these booklets are published, the material is submitted to educators, government agencies, consumer organizations, and trade authorities having an expert knowledge of the particular subject. The series of Fact booklets includes the following topics:

Advertising	Investment Companies
Borrowing	Jewelry
Budgeting	Legal Problems
Buying or Building a Home	Life Insurance
Buying Used Cars	Oil Royalties
Cosmetics	Rayon
Furs	Savings
Health Cures	Schemes
	Securities

The speaker asserted that Bureaus are urging the teaching of consumer education in the public schools; in fact, one Bureau was cited as having requested the State Department of Education "to study the subject" of offering "personal economics" in the course of study. It was evident from this part of the Conference program that

the Better-Business-Bureau setup is sincerely interested in working with consumer educators in a drive for honest advertising and selling practices.

Here and There with the Round Tables

Conference directors organized the three-day program so that there would be many round-table meetings running concurrently, thus insuring small group gatherings and encouraging a give-and-take relationship between panel participants and audience visitors. This arrangement proved especially successful. Some of the round-table conclusions of particular interest to business educators appear in the paragraphs that follow.

Consumer education should not be an "individual discipline," for which one department assumes responsibility. A few participants believed that educators should discourage special courses in consumer education; that, instead, the whole school program should take an active part in consumer training. Attention, however, was called to the danger of having consumer education spread "everywhere" in the school program.

One person aptly remarked that consumer-education units and topics might appropriately be allocated to various courses, but that there is need for a special course in consumer education where direction and responsibility for the consumer-training program could be centered.

The administrators and theorists were strong for a wide spread of consumer materials; the classroom teacher exhibited greater faith in special courses, supplemented by carefully organized units in selected courses.

There was general acceptance of the conclusion that it is better for us to teach general competence in making buying decisions rather than to teach specifics.

It was proposed that, on the college level, the advanced course in consumer education should be offered first in the graduate schools of business so that future business leaders would have an understanding of consumers and consumer problems. This preknowledge of "consumer needs, demands, and whims," it was indicated, should have a beneficial effect on consumer

service and general business efficiency.

With regard to the training of consumer-education teachers, it was recommended that the program should include not only field trips but also practical experiences with consumer groups, manufacturers, and distributors. It was hinted that a more liberal economic background was needed by teachers in order that they may have a more critical understanding of the consumer's present social and economic needs.

At the round table on distributive education there was no conflict over the belief that salespeople should be taught that they can best help themselves and their firm by remembering that the key to good selling is "the customer who comes back." The old-fashioned policy of *caveat emptor*, of getting the most out of the buyer as soon as possible, was denounced. It was decided that the best educators of salespeople are the consumers themselves; and that, accordingly, there seems to be a definite trend toward training future salesmen to discover buyers' needs rather than to use high-pressure tactics.

Sharp differences between rural and city consumers were described. Farmer consumers, it was shown, have difficulty in finding the kind of merchandise they want in small near-by shopping centers. They fall prey to installment-buying plans; they need to know how to bank and spend their income over a long period because farm income generally comes in all at once, or in lump sums; and they must plan their buying more carefully because their families are generally larger than those of city consumers.

On the topic of health, round-table members felt that consumer education in the health field should include more than simply health techniques. It was believed that political, economic, and social problems—including costs and distribution of medical care—should be considered; and it was agreed that it does not help much to teach about quacks and patent medicines unless good medical care is available.

One of the most interesting presentations at the conference was the topic-by-topic summary of the twenty-three round-table

proceedings. This entertaining and interesting summary will be included in the printed proceedings, which will be off the press soon.¹

Closing Comments

If a visitor were asked to describe the conference happenings in a nutshell, such condensation could well include the following statements:

There was general agreement that advertising has a place in modern competitive society, and that it is an inevitable part of our present economic existence.

Throughout different programs, educators voiced the opinion that consumer education should be the result of co-operative planning by many departments drawing on a wide range of sources of teaching and of materials. Consumer education, it was generally believed, should give attention to the many social and economic problems affecting the welfare of the consumer, as well as to choice making and buymanship. Consumer-education instructors, it was conceded, need richer training and preparation for effective teaching.

Some fear was expressed that consumer educationists are playing right into the hands of business, but there was ample evidence to indicate that neither business people nor educators were in danger of exploitation.

The business interests came to the conference with some degree of apprehension; they departed with a sigh of relief after learning that the consumer movement was an on-the-level constructive force in our evolving society. Consumer educators came to the conference "knowing" that trouble would be brewing; they left with the feeling that the businessmen were a "good bunch," and that most of them were becoming increasingly aware of the responsibilities and obligations to their millions of customers—American consumers.

¹ *Making Consumer Education Effective*, bound in book form and containing all the speeches made during the three-day meeting, can be reserved in advance of publication by writing the Institute for Consumer Education, Stephens College, Columbia, Missouri. The cost per copy is \$1. The round-table summary referred to above was prepared and delivered by Dr. Malcolm S. Maclean, Director, General College, University of Minnesota, Minneapolis.

Vocational Vocabulary Letter

HARM and PAULINE HARMS

No. 8—A Radio Letter

EDITOR'S NOTE—During the past few years we have heard a great deal about mastering the most frequently used words. As soon as a student accepts a stenographic position, however, his list of frequently used words will be influenced decidedly by the terminology of this new occupation.

Here is a letter containing some of the most frequently used words in the radio business. This letter was prepared by Harm Harms, director of commercial training, and Pauline Harms, instructor in shorthand, at Capital University, Columbus. Mr. and Mrs. Harms are authors of the "Individual Method of Learning Gregg Shorthand." Similar letters for other branches of business will appear in subsequent issues of the BUSINESS EDUCATION WORLD.

Dr. John R. Peters, President
Markham College
Buffalo, New York

May 10, 1940

Dear Dr. Peters:

We thank you for your²⁰ letter of April 20, asking us to bid on radio and sound equipment for your new music building.⁴⁰

Mr. Alfred Harris, our sound technician, is on his way to Buffalo to confer with you. He will suggest⁶⁰ that you give special attention to our line of portables, pick-me-ups, and table models. Although light in weight⁸⁰ and built to conserve space, they have all the features found on our larger and more expensive console models. These sets¹⁰⁰ are equipped with new dials, the Magic-Eye, the Economy-Blinker, three-way operation, push-button tuning,¹²⁰ controls for television, and the latest built-in Magic Loop antenna. You have your choice of fifty-two¹⁴⁰ different models in refreshingly styled cabinets with large, colorful dials.

For your sound equipment we¹⁶⁰ recommend without hesitation our model AX-2. This is equipped with a Master Control, which is the¹⁸⁰ "nerve center" of multiple sound-distributing systems. From this Master Control, programs are selected, routed,²⁰⁰ and transmitted to as many loudspeaker circuits as may be desired.

Loudspeaker control switches, phonograph,²²⁰ microphone, radio amplifiers, volume indicator, recording connections, together with all power²⁴⁰ switches, are conveniently arranged in the AX-2 desk-type Master Controls, with all individual²⁶⁰ controls placed at the operator's finger tips for simplicity and ease in operation.

In this equipment²⁸⁰ we use the RVT double-spaced condenser and the new Eimac tubes known everywhere for their long³⁰⁰ filament life. The CS dual volume control eliminates distortion and minimizes static.

The fact³²⁰ that sound equipment is being featured more and more at educational conventions would seem to indicate³⁴⁰ that administrators now consider this equipment an important part of modern educational³⁶⁰ requirements.

Very sincerely yours, (366)



INTERIOR OF MODEL GROCERY STORE AT OMAHA TECHNICAL HIGH SCHOOL

A Co-operative Program in Retailing

RAE C. WILLIAMS

THE retail training course at Omaha Technical High School was established in 1920 as the direct result of a survey of the graduates of the school, which has its largest student groups in the stenographic and bookkeeping departments. This survey revealed that a very large percentage of the students drifted into retailing positions. This drift was especially noticeable in the cases of persons not well fitted for stenographic and bookkeeping work, though it was partly accounted for by overcrowded conditions in these fields.

After conferences with the local retailers and school authorities, and after a study of the general problem, a program was formulated that has been followed with little deviation except for the enrichment of material for our courses and the necessity of meeting the ever-changing picture of retailing.

Our constant effort has been to give the students as broad a background training as is possible in a high school, to provide for their participation in the life of the school, and to give them definite retail training.

One factor that we have constantly kept in mind is that, as public-school employees engaged to train boys and girls for retailing, we have an obligation to do our utmost for these young people. Consequently, we set up a program that in our opinion would be most helpful to the students and that would at the same time be equally helpful to the retailers.

The following is the outline of the retail-selling course of study:

9A	9B
English I	English II
Civic Relations	Business Relations
Business Calculation	Bookkeeping I
One elective	One elective
Gymnasium I	Gymnasium II
9C	10A
English III	English IV
Life Relations	Junior Occupations
Bookkeeping II	General Science I or Biology I or Cooking and Sewing I or IV
One elective	Chorus (Boys)
Gymnasium III	Typewriting Ia Gymnasium IV

10B	10C
English V	English VI
Sales	Manufacturing and Transportation
General Science II or Biology II or Cooking and Sewing II or V	General Science III or Biology III or Cooking and Sewing III or VI
Typewriting I ^b	Typewriting II ^a
Gymnasium V	Gymnasium VI
11A	11B
Public Speaking VII	Story Telling VIII
Textiles	Nontextiles
Co-operative Sales I	Co-operative Sales II
11C	12A
Oral English	Window Display
Advertising	Modern Problems I
Co-operative Sales III	Co-operative Sales IV
12B	12C
Modern Problems II	Modern Problems III
Retail Credits	Demonstrative Selling
Co-operative Sales V	Co-operative Sales VI

The work of the freshman year is the same for every student of the school, course differentiation beginning in the sophomore year. Some of the courses included in the course of study outlined above have been singled out for special comment on their con-

tent and objectives because of their significance in retail-selling training.

The material in Business Relations is based on a brief study of distribution, emphasizing the number of avenues through which merchandise passes before reaching the consumer; a survey of the part the worker plays, with special emphasis on general requirements, such as regular attendance, punctuality, good personal appearance, courtesy, and business ethics; a discussion of employer and employee relationship; a careful study of the application blank, with suggestions on how and where to look for employment; and some instruction on letters of application.

Junior Occupations follows more or less closely the material offered in texts on junior business training. We do, however, give some specific instruction in wrapping; make a study of the sales check and carry out the sales-check procedure; make a study of our local geography, communication mediums, and directories of information; study the operation of automatic elevators, house telephones, and bell systems; discuss the use of the telephone; and practice making and re-



MODEL SHOP SHOWING CLASSROOM ARRANGEMENT

ceiving different kinds of telephone calls. The students of the vocational-electricity department are installing a small PBX switchboard, connecting two offices adjacent to the classroom, which will be equipped with an amplifier so that students may listen to conversation between two persons, study the errors, and determine what is necessary for efficient telephone procedure.

The Sales course given in the latter part of the sophomore year is designed to give a general background in retailing. The activities of this course are centered around a model grocery store. Here we study store location, arrangement, and equipment; determine the probable overhead; figure cost and selling prices; mark merchandise and arrange it on the shelves; write advertisements; arrange window displays; and practice demonstration sales in the classroom.

Also in this quarter we give a course in geography, basically economic, to provide a background for retail selling, especially textiles. The name "Manufacturing and Transportation" was chosen because it is less prosaic than "Geography," and also because it does away with the oft-repeated statement, "But I have bad geography."

The courses in textiles, nontextiles, advertising, window display, and demonstrative selling are correlated with the half-day cooperative work in the stores.

The course in textiles includes history; geography of production, manufacture, and distribution; and practical tests of cotton, linen, wool, silk, and rayon.

The course in nontextiles includes information on the sources of raw materials, methods of manufacture, finishes, etc., for the general classes of merchandise that are being sold by the group enrolled for the course; for example, shoes, hats, china and glassware, silverware, furniture, and leather goods, as well as a study of some textile articles, as hosiery, fabric gloves, etc.

In Advertising and Window Display we do not aim to make finished craftsmen, but we feel that a study of these subjects gives a knowledge of publicity media that is of assistance in the duties that might arise in the department. A great many of the fixtures and mannequins are given to us by the co-operating stores. The articles are repaired, when necessary, in our own shops by students and they serve us almost as well as though they were new.



EXTERIOR OF MODEL GROCERY STORE

The Advertising course includes a study of advertising principles, the various kinds of advertising, media (especially newspapers and magazines), and practice in making layouts and writing copy. The course culminates in a full-page department-store ad.

The Window Display course covers the theory of balance, harmony, color, and lighting, and includes practice in arrangement in three display windows and two showcases. This work is supplemented with lectures by local display men, who have been very liberal with their time and advice.

The Retail Credits course, which was outlined for us by a committee from the Associated Credit Bureau, covers a study of the principles of the operation of a retail credit department, including organization and policies, personal application and interviews, service, and collections. The course includes a visit to the Credit Bureau and attendance at a "report" meeting.

Demonstrative Selling includes a study of the principles of salesmanship, a review of the characteristics necessary to successful selling, a study of customer types and of things to be avoided in selling. The course culminates with demonstration sales by students and salespeople from the local stores.

During the latter part of the sophomore year, the students make their course selection as a result of application. At first, we found it somewhat difficult to get desirable students; and, strange to say, very few of our students were girls. Much of this indifference was due to the attitude of the parents toward retailing. Many felt that it lacked the opportunities and social prestige of stenographic work. Gradually, we have broken down these prejudices and now, after almost twenty years of continuous operation, we have more applicants than we can care for.

The final selection of the student comes after a study of school records—for scholarship, citizenship, general approach to school, and above-average I.Q. Selection is made after discussion of the desired field and its opportunities. The student's adaptability and his home surroundings are considered; and, if possible, a conference is arranged

◆ *About Rae Williams:* Head, retail selling department, Omaha Technical High School. A popular speaker, author of many published articles. Established her present department and one in McKinley High School, Honolulu. Directed personnel in the Hawaiian Islands' only department store.



with his parents. Thus, we know considerable about the student, his capabilities, interests, and home environment; and we are able to give a good deal of information to a prospective employer. The placement is solicited on the basis of the advantage accruing to the business from having on its staff a bright, alert, interested young person who has had the benefit of the technical training offered by the school, who is "unspoiled" by previous employment, and who can be trained from the beginning in the way the employer desires.

This training and part-time employment, which extends over a period of two years, begins with work in the stock room and advances progressively to the selling floor. An employment record of almost 100 per cent of our graduates, as well as the steady growth of the department, is indicative of results. At present we have 140 young people and fifty-one stores participating in the co-operative retail-selling program.

We were fortunate in having had three years' experience in the operation of this department before moving into a new school building, and during that time we were able to determine the arrangement and equipment that would be best suited to our needs.

Our physical equipment consists of two model stores within the building—one a small shop and the other a grocery store. The former carries a small stock of merchandise—mostly yard goods and notions that are sold to the students of the household-economics department by sophomore students of the retail-management class. The students are prepared for the assignment by practicing for a few mornings, before school opens, un-

der the supervision of an instructor. The students handle the merchandise, use their selling ability, handle the money, make out the sales tickets, and wrap and deliver the merchandise to the customer. This shop is equipped with three show windows, two showcases, a garment case, and a millinery case, which give the students an opportunity to arrange the displays, putting into practice the information given in the Display class.

The grocery store, which is equipped with shelves and counters and has two windows, is an excellent laboratory in which to carry out the work given in the 10B Sales class. The merchandise for this store is donated by wholesale grocery houses. Both dummy packages and actual articles are donated, but we prefer dummy packages if they are properly weighted, because they seem "real" to the student and are easier to care for. Incoming merchandise, with the proper invoices, is handled as nearly as possible as it would be handled in a real store.

The co-ordination with the school and store is in charge of one or two members of the faculty, who consult with employment managers and department-store executives in regard to the original placement. The follow-up is conducted through the manager of the department, the floor supervisor, or the head of the employment department, depending on the setup in each store. The coordinator visits each employer about once in every six weeks.

Grades are given for the store work just as for any laboratory subject. Weekly time cards, which record the time of arrival at the store, the time of leaving, and the amount, if any, of overtime and Saturday work, are given each student. Special forms are also used for absences, so that it is possible to check on truancy if it occurs.

The gradual growth of the department has made it possible to keep a rather complete record of the graduates of the school. From time to time, form letters are sent out and information concerning these young people is obtained that enables us to keep our files up-to-date and to measure the results of this training. Many of our graduates are oc-

cupying responsible positions in the retail field, others are filling executive positions, and some are conducting their own businesses.

Any success we have achieved in this work has been due to the vision of the school administration, which permitted us to build slowly, condoned our mistakes, and gave us an opportunity to correct them. Also, we could never have achieved such gratifying results had it not been for the wholehearted co-operation of the Associated Retailers of Omaha and of their secretary, Allen T. Hupp.

We have been continuously confronted by two difficulties—that of obtaining trained teachers with retail-selling experience and that of obtaining textbooks adapted to these specific courses. We feel that in order to do a good job of training for retailing the teacher must have had actual store experience. We have found it necessary to supplement textbooks with mimeographed material prepared in the department and with the use of books, retail trade papers, and periodicals in the library.

While the organization and establishment of the department has been arduous, we feel repaid for the effort when we see all about us our former pupils, who are really a credit to us, and whose visits and letters are a source of new inspiration.

W E have recently received from Dr. Elmer E. Spanabel, principal of the Fifth Avenue Evening High School, Pittsburgh, a most interesting announcement of the large number of courses in distributive occupations offered by that high school.

Our readers will be interested in the titles of some of these courses—Effective Speech for Specialty Salesmen; Selling by Telephone; Merchandising Mathematics; Employer-Employee Relations; Summer Fashions; and Legal Rights and Liabilities of Retailers.

Each course is six weeks in length and meets only once a week. A certificate will be awarded at the end of the term to each student who meets the qualifications set up by the administration.

More than four thousand students have enrolled in these courses during the present school year.



Training Routine for Typists

No. 4—*Miscellaneous Practical Skills And Training for the Job*

HAROLD H. SMITH

THE basic routine discussed in the April issue of this magazine was presented as "applicable to all practical typing work, the adaptations that are required being mainly those connected with the presentation of the various types of work." I had in mind such forms of practical typing as envelope addressing, telegrams, manuscripts, display material, tabulations, bills, statements, and legal work. The list is endless.

In this article, I wish to point out how to adapt that presentation without wasting the students' practice time. First of all, let us discuss the problem of envelopes.

Envelopes. In many classrooms, the teacher turns to the textbook pages that are devoted to describing and illustrating various forms of envelope addressing and spends half the period discussing them. He not only covers the nature of the material to be typed but also the mathematical details of the exact placement of that material on the envelope—perhaps on large and small envelopes and on window envelopes.

This procedure results in a tremendous waste of time. The student (and the teacher) fails to realize that such material is very carefully grouped together at one place in the text solely to make it conveniently available for reference purposes.

It is much better to regard such assembled information as a sort of typewriting "manual of style" that may be consulted whenever the student needs help and information about styling. It is good practice to read this "manual of style" once, before attacking the problems in that section of the textbook. Parts of it, however, should

be reviewed whenever questions arise, which will be perhaps once a week or so throughout the rest of the course.

The student will master the various envelope forms readily enough if he is taught to type a suitable envelope to accompany each of the letters—or at least one or two of them—that he produces during the period. Especially will he master the various forms if he is directed to use a specified style of envelope address on all envelopes produced that period—either a style that matches the letter style or one that meets an arbitrary ruling of the teacher.

If envelopes¹ are called for in connection with each repetition of a letter, the student will have enough practice to fix the envelope form in his mind.

It is also excellent practice to give students a list of names and addresses and *time them* on addressing an envelope for each name and address on the list. Of course, only one style of envelope addressing would be used on a single job.

This kind of practice, especially if it is competitive, will force students to learn the shortcuts useful in inserting envelopes, following copy, checking off names, using the tabulator for the indented style of address, and removing and neatly stacking the envelopes ready for checking back against the list.

Telegrams. This discussion of envelopes applies to some extent to telegrams, cables, and radiograms. Telegraphic communications, however, are not nearly so

¹ Interpret "envelopes" in this article to cover real envelopes or paper accurately cut to various envelope sizes.

important as envelope addressing, for rarely does a typist have occasion to type as many messages as envelopes. The better texts and courses of study, therefore, devote much less time to this form of typewritten work. By the same token and because the original copy produced by the typist is not actually received by the person to whom the telegram is addressed, it would seem arbitrary to demand "perfect copies" of such papers.

The student should be required, however, to use an eraser—and to use it expertly—if he makes errors in typing telegrams. He should be held responsible for correcting the original and all carbon copies neatly.

Teachers whose experience covers the past ten years or so will recall that there have been many changes in the rules for and types of telegraphic services. They will also recall how much time is being taken in the discussion of such details in the typing classroom when the subject of telegraphic communications is reached. Perhaps they will agree with me that the typing aspects of telegrams, radiograms, and code messages can be covered in one or two periods at the most, and even so allow for sufficient practice to enable students to grasp the situation as a whole. The practical handling of such communications really belongs in the office-practice course or in the finishing course in typing when no office-practice course is available.

Manuscripts. Prior to 1900, typing textbooks contained a large amount of practice material that was rarely used except by typists specializing in certain fields. For example, it was common to have pages and pages of typed plays—whole plays and the "parts" for individual actors. Modern radio script is a special development of such typed plays; but even this work, interesting as it is, can hardly be justified as practice matter for every student of typing.

After two semesters, the average typist should know how to prepare side- and end-bound manuscripts in manuscript covers, complete with title page, contents page, index page, bibliography, subject-matter pages, footnotes, and so on, such as would be required for a theme or a thesis. As many

students will never have to do such work either for themselves or for anyone else, it seems impossible to justify spending a great deal of time for the purpose of stepping up production on this type of work.

Students who are to go on to college, however, especially if they are learning type-writing in their last year of high school, might well be required to do a limited amount of such production practice. They should be timed on the subject-matter pages, at least, and preferably should type from copy that is in part at least rough draft. It takes considerable practice to learn how to decipher rough-draft copy of manuscript, especially if it is entirely in longhand.

Tabulations. If the course in tabulating is properly graded, the student will learn how to *plan* and *execute* one- and two-column tabulations at the outset of this section, which preferably should come about half way through the second semester in typing. Little time will have to be spent in explaining such a well-graded course. The teacher, however, should deal very carefully with "planning" as a separate skill, distinct from "typing the tabulation," which is the execution phase.

This means that the necessary, intensive drills aimed at developing *skill in planning* should be engaged in during the early part of the period before undertaking typewriting practice. Material for such planning drills can be improvised by the teacher at the time and sketched on the blackboard, or it can be obtained from almost any textbook or newspaper. Any tabulation exercise in the text can be used merely by selecting one, two, or three columns and disregarding the others.

Given a thorough understanding of some simple method of planning a tabulation, it is surprising how quickly students can master the steps in planning. I have been told of students who could plan whole pages of difficult tabulation in two or three minutes, all within a week after they were introduced to the planning of tabulations.

By this I mean that they were able to take material in paragraph form, select the longest entries in each column and heading,

and draw a simple, rough plan showing margin settings, tabulator-stop settings, column centers, and top and bottom margins—all ready to set up the typewriter for the work.

The execution of tabulations should be a part of the typing portion of the class period. If the proper kind of roughed-out plan has been prepared before typing practice begins, it will be possible to go through the warm-up practice and keyboard review, perhaps some paragraph practice, and then into the actual tabulating practice without a hitch. The students' fingers will be properly limbered up and their minds will be free to function accurately because they have the plan before them in black and white.

In the early stages, it is unwise to time the executional phase of tabulating practice. As soon as students show by their work that they have mastered the planning and executional stages, however, they should be required to type the tabulation once or twice under time. Textbook authors have been somewhat loath to set definite speeds for such work. It would be difficult to satisfy everyone that whatever time limits might be stated were neither too high nor too low. For the present, I recommend that teachers do some timing of their students on tabulations, ranking their work according to accuracy and time required.

Bernhard Bargen, of Bethel College, Newton, Kansas, has done considerable experimentation in attempts to discover the relationship between copying speeds and tabulating speeds. Some of his work has been reported in this magazine.² Omitting details, it is sufficient to say that the stroking speed drops very markedly, but that there is a fairly close correlation between copying speed and the tabulating speed.

Tabulation is another of those operations that must be reviewed fairly frequently or the student will lose his skill in planning and in execution. Fortunately, most typists have to do very little tabulating work. Only when they are preparing for certain examinations or when they are assigned work largely

composed of tabulations will they need to brush up intensively. From the classroom point of view, skill in planning a tabulation is of greater importance than executional skill.

Legal Work. Legal work and business papers, such as specifications, are typical of specialized typewriting that the average typist never meets in ordinary personal and business work. I have never been able to justify their inclusion in one-year typing courses. They probably can be justified as examples of specialized typewriting in a two-year course.

In order to meet the demand of traditionalists for some legal work in the first-year course, I have used legal blanks that require the filling in of spaces as a means of providing practical drill in the use of the variable line-space device and of the line-space ratchet release. (I have been surprised to find that teachers do not always know the difference between these two devices; hence, I have felt some additional justification for such work in the one-year course!)

No beginning stenographer or typist is likely to be given the job of transcribing important legal or technical business papers. For this reason, I do not recommend that any time be spent in learning to type such textbook material at production speeds. Great accuracy, careful proofreading, and neat corrections should be emphasized, however. In typing wills, the eraser should be forbidden and the work done over and over until it meets the most exacting standards.

Training for the Job. There is a marked tendency to devote the fourth semester of typewriting in two-year courses to definite training for the job. Usually such courses are offered in schools that do not have special office-practice courses. The student faces "problems" rather than "exercises."

He is taught why each paper must be produced; how it is handled; who receives each copy of it, and why; how the receiver judges it; and, in some cases, what he does with it.

If the student is to get any worth-while values from such a course, he must develop an intelligent understanding of his place in

² *The Business Education World*, Vol. XIV, No. 6, February, 1934, pages 287-290.

the order of things and a keen sense of responsibility in carrying out his duties.

If the amount of transcription practice provided by the school program is insufficient, the typing teacher should dictate to the shorthand students in the typing class (or arrange with the shorthand teacher to do so) as many of the letters, telegrams, manuscripts, and such papers as can be transcribed. These students will then *transcribe* their notes instead of merely copying from the printed text in their typing books.

Finally, such a program obviously re-

quires a certain amount of *timing* to see how much mailable, practical work the student can turn out in a given time. Practical, not ideal, standards should prevail throughout.

Somewhat more realistic teaching here will work wonders in the way of training typists who can go out and really hold jobs. The teacher should lay aside his pedantry and play at being an employer throughout this course. I myself play a little at both teaching and employing, and I mean this last injunction of the series from the bottom of my heart.

The Junior College of the Future

STATING that "a whole series of social changes have thrown responsibilities on the educational system never anticipated until they were fairly upon us," and that "they all converge on that age group in the population with which the junior colleges are concerned," Dr. George F. Zook, president of the American Council on Education, told convention delegates of the American Association of Junior Colleges, in Columbia, Missouri, March 1, that they must meet an educational challenge.

There are now 3,500,000 young people between the ages of 16 and 24 who are neither at work nor in school. Although a small proportion of these will attend four-year colleges or universities, the bulk of this problem, Dr. Zook insisted, "lies squarely in the junior college field."

Some of Dr. Zook's recommendations were as follows:

1. Junior colleges should conceive of their field of effort as including the educational needs of the entire youth population, particularly those 18 and 19 years of age. Once such a philosophy is accepted, the present traditional curriculum leading on to the completion of an A.B. degree will become only a small part of the total program—though a very important one. Alongside it and far exceeding it in numbers will be terminal curricula in various vocations, including home-making, and in general education as a preparation for social life and the realization of one's own peculiar interests and abilities.

2. Such junior colleges, supported from public funds, should be integrally connected with the secondary school system so as to represent a natural extension of secondary education.

3. Co-operative programs of part-time education and part-time work should be extensively organized with local industries and commercial establishments on the one hand, and with public agencies, including the National Youth Administration, on the other.

4. Each state should provide for a system of junior colleges, each of which would be attached to a local cosmopolitan high school. Such a system should be supported in part by the state, in part by the local school district, in part by tuitions for non-resident students paid by the student's home district, and in part by student fees.

5. Junior colleges, whether publicly or privately controlled, should become cultural leaders on a broad front in the communities in which they are located. The junior college should, for example, offer facilities for the development of musical talent and arrange for musical concerts. It should assist in bringing provocative speakers to the city. It should organize a program of classes, public forums, and discussion groups for adults in the afternoon and evening. It should stimulate the formation of clubs for the study of literature and art. It should assist in making wholesome recreation facilities available.

The youth problem is as wide as the interests of young people and as deep as their feelings. It includes an opportunity for employment, for recreation, for a home and for self development. All agencies of government and social welfare have been summoned to make their respective contributions to the solution. Education bears one of the heaviest responsibilities. It must arrange to accommodate all types of young people, to offer them the kind of programs which will be helpful to them respectively, to integrate their classroom work with employment, and to make good citizens out of them. To what other division of the educational system does this responsibility fall more naturally and certainly than to the junior colleges?

6:30 to 9:00 P. M.

CARLOTTA V. CUNNING

Kansas City, Missouri

WHEN my friends found that I was going to teach night school they shook their heads and sorrowfully said, "You'll pay out more in doctor bills than you'll ever make teaching."

The passing of this year has proved they were wrong, at least thus far. I have thoroughly enjoyed my night work and I may truthfully say it has been a mental stimulation and has given me much to take back to my day students. The fact that the students were adults and really wanted to learn made the experience vastly different from teaching adolescents.

Your main problem in night school is to make your classes amusing (yes, that's the word I want). In order to impart your subject matter, you must hold the interest of people who have worked hard all day and are physically and mentally tired.

Like any other school, the night school's main reason for being is to instruct in various subjects. The teacher who is competent will use as much sound pedagogy in his methods there as in day school. There are, however, two obstacles to be overcome that generally do not exist in the same degree in day school: regularity of attendance and preparation of work.

Working late, taking inventory, or being sent out of town are the most plausible and the most frequently heard excuses. These circumstances are, of course, unavoidable. The lack of time to prepare lessons makes such subjects as languages, shorthand, and accounting more difficult to master; but many a fine stenographer and accountant learned his trade in night school.

Why do people come to night school? Who are they? Is night school work profitable?

The main reason for attendance is the desire to "get ahead" in one's work. The typist waiting for promotion to secretary, the bookkeeper with his eye on an account-

ant's job, the salesperson with an ambition to be a buyer are only a few of the examples of being ready for "the chance" when it comes.

The desire to make up credits in high school and college work is another motivation for night school attendance. These students are the people who have found—a bit late, but not *too* late—that education pays.

Another reason is that friends or fellow workers are going to night school, and so a group is formed. Many firms, indeed, encourage their employees to attend night school.

One young man voiced an original reason. He said, "For six bucks I don't know any place I could go and see so many nice-looking girls."

As in every class, some students are ordinary, while others stand out as promising or individualistic. Take the following:

Mr. A, studying business correspondence and typing, was given his chance as a claim agent with an insurance firm. He tried hard and took all suggestions. I believe he will succeed.

Miss B, a quiet, mousy little girl who slips in and out unobtrusively, is a PBX operator. She wants to be a stenographer. In her case, I am doubtful.

Mr. C, a good-natured Irishman, whom we nicknamed "Blarney O'Shaunessey," added humor to the class but didn't add much to his typing ability.

Miss D was a writer of children's stories—in longhand until she took up typing. I helped her with her setup, and we had Peter Rabbit scattered over the room for several weeks. Her work lacked originality, however.

Mr. E had always used his wrists like a comic-strip musician. He knew better and wanted to change, but somehow he'd *always done it that way*.

Miss F., undernourished and poorly clothed, was the matron in a large office building. Her hands were rough and stiff and toilworn. I suggested rubber gloves and hand lotion, but she never came back. I feel that I failed with her.

So they come and go, an endless parade. Some achieve, some don't; some receive ideas of which the teacher has no knowledge; but whatever they get or don't get, one thing is certain—"Hope springs eternal in the human breast."

Visiting Summer Session Instructors

E. W. Alexander (Hadley Vocational School, St. Louis) at the University of Florida, Gainesville.

H. O. Backer (principal, Metropolitan Evening High School, Los Angeles) at the University of Southern California.

Wallace B. Bowman (chairman of the business department, Senior High School, New Rochelle, New York) at the University of Denver.

Arnold Condon (College of Commerce, University of Iowa, Iowa City) at Northwestern University, Evanston, Illinois.

Dr. J. Dewberry Copeland (University of Florida, Gainesville) at Woman's College, University of North Carolina, Greensboro.

Clyde B. Edgeworth (supervisor of commercial education, Baltimore, Maryland, Public Schools) at the University of Maryland, College Park.

Irma Ehrenhardt (Indiana State Teachers College, Terre Haute) at the University of Tennessee, Knoxville.

Dr. McKee Fisk (Oklahoma A. and M. College, Stillwater) at the University of Pittsburgh.

Frederick G. Fox (Metropolitan School of Business, Los Angeles) at the University of Southern California, Los Angeles.

Dr. Jessie Graham (assistant supervisor of commercial education, Los Angeles Public Schools) at the University of California, Berkeley.

Dr. Kenneth B. Haas (special agent for distributive education, Office of Education, Federal Security Agency) at New York University, School of Retailing.

Dr. J. Marshall Hanna (Mary Washington College, Fredericksburg, Virginia) at the University of Nebraska, Lincoln.

George M. Joyce (Woman's College, University of North Carolina, Greensboro) at the University of Tennessee, Knoxville.

Dr. Foster W. Loso (city director of commercial education, Elizabeth, New Jersey) at Rutgers University, New Brunswick, New Jersey.

Walter H. Mechler (Evander Childs High School, New York City) at Boston University.

Jack Milligan (chief of business education division, State Board of Control for Voca-

tional Education, Lansing, Michigan) at Teachers College, Columbia University, New York.

Dr. William R. Odell (co-ordinator of instruction for adult and secondary education, Oakland, California, Public Schools) at the University of California, Los Angeles.

G. Carl Persinger (High School, Plainfield, New Jersey) at the University of Maine, Orono.

Ruth Plimpton (Fullerton, California, Junior College) at Gregg College, Chicago.

Alfred H. Quinette (South High School, Youngstown, Ohio) at the Chautauqua (New York) Summer School.

Dr. Edward Reich (Newtown High School, Elmhurst, New York) at the University of Southern California, Los Angeles.

Dr. R. Robert Rosenberg (principal, Public School No. 34, Jersey City, New Jersey) at Gregg College, Chicago.

Arnold E. Schneider (Minnesota Teachers College, St. Cloud) at the University of Southern California, Los Angeles.

Otto R. Sielaff (retailing co-ordinator, Detroit Public Schools) at New York University, School of Retailing.

Eleanor Skimin (Northern High School, Detroit) at Armstrong College, Berkeley, California.

Dr. E. E. Spanabel (principal, Fifth Avenue High School, Pittsburgh) at Syracuse University, Syracuse, New York.

Patty Spruill (Woman's College, University of North Carolina, Greensboro) at the University of Florida.

Edwin A. Swanson (head, department of commerce, Arizona State Teachers College, Tempe) at the University of Tennessee, Knoxville.

Lewis R. Toll (Western Illinois State Teachers College, Macomb) at New York University.

Mary Williamson (retailing co-ordinator, Richmond, Virginia, Public Schools) at the University of Denver.

Theodore Yerian (Oregon State College, Corvallis) at the University of Southern California, Los Angeles.

Ernest A. Zelliot (supervisor of commercial education, Des Moines, Iowa) at the University of Iowa.

Wondering AND Wandering



WITH



LOUIS A. LESLIE

DR. John H. Finley, editor emeritus of the *New York Times*, died on March 7. Dr. Finley rose so high above his many honors that it would be futile to give them all in detail.

He was decorated by twelve foreign governments; he held thirty-two honorary degrees; he had been president of two colleges.

He had been prominent in so many and such varied educational, literary, and humanitarian enterprises that the mere list of them would fill this page.

Let us all be proud that his first professional work was as a teacher in the small country school in which he had received his own education. A great teacher himself, his career sheds luster on all teachers.

• • A paper written for the E.C.T.A. by Miss Mildred I. Kendall, of the Boston (Massachusetts) Clerical School, quotes a report of a research made at the University of Michigan:

In general, greater compliance resulted from experimentation with the more positive, specific, simple, direct, pleasant, hopeful, approving, and unhurried requests and prohibitions than with the general, verbose, depriving, disapproving, hurried, negative, threatening, scolding requests and prohibitions.

This certainly seems to cover the ground! It is in itself a compact statement of everything that a teacher should know about this phase of classroom management.

• • Clinton Reed, acting chief of the Bureau of Business Education in the New York State Education Department, has recommended that schools offer five 40-minute periods of transcription each week for twenty weeks, or three 40-minute periods of transcription each week for forty weeks. This is a fine forward step, and all teachers of transcription should be grateful to Mr. Reed for his leadership. Even those outside the state of New York should benefit from his recommendation, as this should enable teachers elsewhere to obtain similar more adequate provision by using the New York requirement as an example.

• • Every now and then we receive a letter from some shorthand teacher asking us to explain how to teach shorthand by the Dalton or Contract Plan. In such cases we have always tried (sometimes fruitfully and sometimes fruitlessly) to convince the inquirer that the Contract Plan is not a good way to teach skills like shorthand.

How happy we were, therefore, to see in the January issue of *Modern Business Education* an article on "The Contract Plan in Business Education," written by A. Sidney Galper, head of the commercial department of the Salem (Massachusetts) Vocational High School. Mr. Galper says:

It may be adopted in general as a principle that in teaching a subject or a part of a subject which has more to do with the training of people to do things than it has with imparting knowledge the Contract Plan is *not* acceptable.

The italics are Mr. Galper's.

• • H. E. Barnes, of the Barnes School of Commerce, Denver, Colorado, has compiled some unusually interesting statistics about their recent placements. The tabulation is dated November 1, 1939, and covers the placement of 660 members of their student body. These figures open many fascinating avenues for study. Many people who have been busily hanging crepe hither and yon might be surprised to know that one business school placed almost 660 pupils in jobs in private industry within the year.

It seems significant, too, that these pupils were placed in 122 different lines of busi-

ness. The largest single group contained 45 pupils, who were placed in insurance offices, but that is only a little more than 6 per cent of the 660 pupils placed. Two or more pupils were placed in each of 81 different positions. One pupil was placed in each of 41 different positions.

Shorthand teachers often express a wish for technical dictation material. Just what technical dictation would have been really valuable to these 660 pupils who went out into the offices of 122 different lines of business? This is an excellent illustration of the necessity for using general dictation material that will increase the pupil's speed of writing ordinary English without worrying about technical vocabularies for which, in this case, there was only one chance in 122 that he would have had any use.

What were these 122 lines of business? We can't give the complete list here, but as a sample we can mention architecture, hotel, crockery, surgical supplies, fruit, live-stock, drugs, caskets, sewing machines, and churches.

• • Every secretarial pupil should have plenty of practice in transcribing with carbon paper. One of the minor annoyances that harass the businessman is the trouble the beginning stenographer always has with carbon paper. The stenographer isn't always sure "which side up" to put the carbon paper and occasionally will do a letter with the carbon copy appearing in reverse on the back of the letter. The beginning stenographer has usually had so little practice in erasing carbon copies that she takes too long to erase even one carbon and has been known to burst into tears when she makes a mistake on a five-carbon job!

"Oh, but I can't get enough carbon paper to give them the practice they need." Neither could another teacher I knew in a small town near New York City until a large local business office consented to give that teacher all the carbon sheets that were worn too much for further office use but that were still satisfactory for several additional usings for school practice. The pupils now get proper training; the teacher's conscience is relieved; and the very large local office gets

beginning stenographers who know their way around a sheet of carbon paper.

• • Apparently even the horrors of a "total war" as it is now practiced cannot dampen the shorthand writer's enthusiasm for shorthand. Shorthand magazines continue to come to us from England and France on the one side of the fence, from Germany and the Bohemian Protectorate on the other side of the fence, as well as from Sweden *on* the fence.

They still carry shorthand exercises for transcription and give news of shorthand classes and other stenographic activity. One of the German magazines, for example, gives a list of special classes for shorthand and typewriting teachers, to be held intermittently between now and the early part of September. But on the same page is a request to be unusually careful in addressing packages for soldiers in the field.

One of the French magazines has an article explaining that it is possible to write to the soldiers in the field in shorthand in spite of the censorship. The editor says that in both this war and the last war he exchanged shorthand correspondence regularly with soldiers at the front without having had any of his letters stopped by the censor.

The editor mentions that, on one envelope from the war zone addressed to him, an employee of the French post office department had written a hasty message in shorthand with a shorthand signature!

Another French shorthand magazine shows almost no mention of the war except that under its regular Paris address a "temporary address" in the country is given.

One shorthand magazine from across the water (no names mentioned) reached us last fall on the very day that war broke out—with a long article explaining why war could not possibly break out!

• • "Preaching is what we say to people; teaching is what we do to people." That is what Frederick Rand Rogers, of Boston University, says in a recent issue of *School and Society*. In other words, in skill subjects especially, a teacher's best teaching instrument is not his tongue!

A Co-operative Work-Study Plan

CHARLES J. DALTHORP

SINCE 1930 the emphasis in secondary-school curricula has changed rapidly from academic to vocational subjects. The recent series of world-wide depressions and recessions has caused secondary-school leaders to realize that the courses offered by high schools must be adapted and supplemented to meet the needs of the large number of students who will probably not even finish high school and certainly will not attend college. In some schools the adjustment to new conditions has meant only the expansion of the already-established commercial and shop courses; but in others, among which is the Central High School at Aberdeen, South Dakota, it has resulted in radical departures from secondary-school traditions.

Aberdeen school administrators found that the number of high school graduates attending college had dropped from 34 per cent in 1929 to 19 per cent in 1930, and there were indications of a further reduction in 1931. A survey of graduates of the class of 1930 showed that 81 per cent of those not in college were not employed. A few members of this group were enrolled in Civilian Conservation Camps, while a small number were included in the out-of-school National Youth Administration groups. Others were working at day-to-day odd jobs; and the remainder were living at home, waiting for an improvement in economic conditions.

A functional program to care for the students not planning to attend college became mandatory. Naturally, the school authorities studied the curricula of other secondary schools that had faced the same problem. The sporadic attempts to cope with the situ-

ation in certain Montana cities and the results of a program at Fitchburg, Massachusetts, were carefully studied. Special attention was given the successful placement training that had been carried on at the University of Cincinnati since 1906. These investigations, however, produced little of a tangible nature that might be applied to local conditions; and so the state director of vocational education was asked for advice and counsel. He suggested the inauguration of a new program providing that pupils attend classes during a portion of the school day and spend the rest of the day "on placement" in business and industrial establishments. As a result, a new system based on special needs and what appeared to be good judgment was established to meet a local problem.

The program applies only to the senior high school level, including the tenth, eleventh, and twelfth grades. However, during the time the pupil is enrolled in the junior high school grades (seventh to ninth grades inclusive), the guidance director makes a careful study of his aptitudes, achievement, intelligence, home conditions, and interests so that he may make proper recommendations to the senior high school principal. The work in the senior high

◆ *About Charles J. Dalthorp:* Superintendent of schools, Aberdeen, South Dakota. Has been president of two state educational associations. Author of articles in many professional journals for educators. Chief professional interests: personnel problems, progressive and co-operative organization. Sergeant, U. S. Army, 1918-1920; since then has been in the Aberdeen schools, beginning as science teacher and football coach.

school is directed by a co-ordinator, who must have at least a Master of Arts degree, with broad training in guidance and some understanding of vocational work. His responsibilities include selecting pupils for placement, making contacts with employers, and keeping the program functioning smoothly.

While the program is designed primarily to care for students who will not attend college, it meets the needs of three types of pupils: (1) those who plan to attend college but wish experience in the vocation of their choice; (2) those who have sufficient mental ability to do college work but who cannot finance a college education; (3) and those who experience difficulty in mastering academic subjects but who possess characteristics, such as perseverance, ambition, or unusual aptitude, that give assurance of success in a particular field of work.

A special curriculum is arranged for pupils assigned to the vocational course. In the sophomore year, the training and instruction are carried on entirely in the classroom and are identical for all groups. It includes English, science, typewriting, and a vocational elective. The first two courses are primarily cultural: the English course combines training in business contacts and etiquette, public speaking, letter writing, argument, newspaper and periodical appreciation, and grammar; and the science course aims to teach appreciation of the place of science in the modern world. On the other hand, the one-year course in typing and the elective—chosen from bookkeeping, business arithmetic, commercial law, woodshop, general shop, printing, mechanical or architectural drawing, and home economics—are strictly practical.

During the junior year, the pupil attends school in the morning and works in a business establishment in the afternoon. The only course required of all pupils during this year is a simplified combination of the regular English and American literature courses offered in the junior and senior years. The second course for this year, an elective, may be selected from the sophomore vocational group plus shorthand. The placement training in the junior year must equal not less

♦ *About Dr. Harl R. Douglass, Department Editor:* Has just assumed new duties, as director of the College of Education, University of Colorado, Boulder. Formerly director of the Division of Education, University of North Carolina. Ph.D. from Leland Stanford University. Author of several texts on secondary-school administration and more than 100 articles. Is consultant of the American Youth Commission and the Educational Policies Commission.



than twenty hours a week, and there must be evidence of satisfactory progress in the work.

The arrangement in the senior year is similar to that in the junior. A course in vocational modern problems—a combination of American history, civics, sociology, and economics—is required. The vocational choice is the same as for the sophomore year, with office practice added.

Pupils on placement confer with the co-ordinator three times each week. These one-hour conference periods are devoted to discussions of problems encountered in the vocational work and to suggestions for increasing efficiency. Carefully developed progress reports are presented by each pupil, and reading assignments are made from the co-ordinator's library.

For those interested in commercial vocations, a separate curriculum is arranged. In the sophomore year, the elective course is ordinarily bookkeeping. Pupils enrolled for placement take this course in a segregated group, where the practical applications of bookkeeping for immediate use are taught. Originally, typewriting was taught to the placement pupils in segregated groups. After two years of experimentation with this arrangement, it was found that there was no particular advantage in such grouping. Consequently, placement pupils are now taught in the regular high school typewriting classes.

Shorthand is the vocational choice in the junior year. It is taught in a segregated group, and emphasis is placed upon shorthand for letter writing and transcription. The elective course for the senior year is office practice. In this course, filing, addi-

tional shorthand and transcription, and the operation of such office equipment as the adding machine, Monroe Calculator, Comptometer, Mimeograph, Multigraph, posting machine, and dictation machines are taught. In addition, the pupils are introduced to office routine, methods of meeting people, conduct during interviews, and other special problems.

The grade in placement work entered on the pupil's report card is contingent upon the report of the employer and the response in conference with the co-ordinator. Employers are asked to rate pupils on the following form:

CENTRAL HIGH SCHOOL
VOCATIONAL PLACEMENT DEPARTMENT
Aberdeen, South Dakota

Dear Sir:

Our six weeks' period ends this week, and we should like to have your evaluation of the progress that the student working in your place of business has made. We need this information to mark the student for his work during this period. The student will not see this check list. If he is unsatisfactory in any department, we urge you to mark him unsatisfactory so that we may do our part in correcting this deficiency. Please check this sheet and return at once! We must have this information by Friday afternoon, since our report cards are sent out the first of next week. per cent of the employers returned this sheet on time last period. DO YOUR PART IN MAKING IT 100 per cent this time. Thank you.

Very truly yours,
CHARLES S. WINNER

Period of to
Student
Has the student made satisfactory progress?
Has his interest been little.....fair.....
or much.....
Does he report regularly and on time?.....
Number of days that the pupil has missed this period.

Check (x) Very good Satisfactory Unsatisfactory
Appearance
Concentration
Personality
Ability

Circle the grade you think has been earned:
A—Superior B—Very good C—Average
D—Below Average F—Decidedly Unsatisfactory
Remarks:

Signature

Before the student is assigned for vocational-placement training, a contract is entered into by the school, the pupil, and the employer. The contract follows:

STUDENT-EMPLOYER AGREEMENT
*Aberdeen High School Vocational Training
Department*

I, acting as employer, do fully understand and agree to the following:

First, to show my willingness to teach the student my trade or business as circumstances permit, and in so far as possible route him through the different jobs of this particular business.

Second, to have said student under my training for twenty hours a week. Such hours are to be arranged by mutual agreement.

Third, not to allow the training of this student to displace any other employee.

Fourth, to tell the co-ordinator each six weeks what progress the student is making.

Fifth, to confer with the co-ordinator upon any unsatisfactory situation in the training program before the student is released.

Sixth, to require the student to be on the job as regularly as a paid employee.

I, as student, do fully understand and agree to the following:

First, that the above conditions relating to the employer are known and agreed to by me.

Second, that I shall attempt to learn as quickly as I can.

Third, that I will be prompt in getting to work.

Fourth, I understand that there need be no set pay for the twenty hours of training, but if the employer desires to pay something, it may be accepted.

Fifth, that I will, under all conditions, show my desire to learn and to co-operate with the person teaching me, and to make his work as pleasant as possible.

Sixth, that I will be exceedingly careful to observe the rules of business etiquette as they concern my employer's business.

This agreement has eliminated many items of misunderstanding among the employer, the student, and school officials. It helps to establish a common ground of understanding on which to start placement training.

Graduates from the vocational placement course receive a regular high school diploma. This curriculum, however, will not meet college requirements because of deficiencies in required courses.

The success of a program of this kind must be measured by whether or not it accomplishes what it purports to do. Since the inauguration of the plan in Aberdeen

six years ago, 76 per cent of the graduates of the placement department have found permanent employment in the vocation for which they were trained, while 92 per cent of the graduates from the commercial business-education curriculum have obtained regular work. Most of the graduates who

have not found employment are those who have made poor records in placement training. There is a general feeling locally that the plan has passed the stage of experimentation and is definitely established as a fundamental and extremely important part of the high school program.

Youth Needs Work Experience

Harl R. Douglass, Department Editor

FOUR years ago I was employed as consultant in the field of secondary education to the American Youth Commission. Among the questions upon which it became my responsibility to give an opinion was the question of whether or not young people should be required to attend high school until graduation or until the age of 18.

There were groups of wise and influential people to say "no" and to say "yes." Some school people said many pupils in high schools "did not belong there, were not profiting by being there, and should be at work where they would be less of a burden to the school and to the taxpayers." Other educators said, "Let's make school attendance compulsory to the age of 18 or until graduation from high school. If the child doesn't fit the school, let's adapt the school to the child. If we can keep him until he is 18, we have a much better chance to make a good citizen of him. Anyway, there is no job outside for him."

Some employers said, "We don't want people of high school age to work for us. We have no place for them." Others said that to require attendance to the age of 18 would deprive them of workers and probably increase wages. Union labor leaders seemed either indifferent to the question or in favor of keeping young people in school and out of competition with older workers.

Large numbers of unemployed youth not in school said, "We had all we want of school. It doesn't meet our needs. Besides, we need work. We need the money. We are too poor to keep ourselves properly dressed and fed to attend high school."

In my report to the Commission, I

recommended that it sponsor a plan, not a new one, but an old one, which should be sold to communities everywhere as being admirably suited to existing conditions. I recommended that, in every community, schools, employers, and young people work out plans that would permit young people to spend half time in school and half time at work. The Commission published my report in 1937, but only in the last few months has it actually been recommending the plan to employers and school people.

There are present in American life, as youth are finding it today, several conditions that make the co-operative, or diversified-occupations, plan peculiarly appropriate. To save time and space, the more important of these conditions will be presented in the list that follows:

1. The schools are not adapted to the future needs, abilities, or interests of the "other half"—those who have less than average intelligence and interest in books and little interest in school learning, who are more interested in *real* life, more likely to become farmers, laborers, or petty sales clerks—nor is there much prospect that within the present generation the schools will be so adapted.

2. There are not enough full-time jobs for the "other half" or for youth between the age of 15 and 18.

3. The cost of clothes, cosmetics, transportation, movies, and other commercialized amusements in the last few decades have skyrocketed so high that only those with income can, after the age of 15 or 16, participate in the normal social life of young people, without which an individual is almost certain to grow up with pronounced personality defects. The half-time jobs make it possible for the "other half" to finance these satisfactions.

4. Work experience is a very valuable part of the experience that young people need if they are to mature properly. A great many young persons, perhaps the majority, are so constructed that their social, emotional, and mental health and growth

call urgently for work responsibility. To deny these demands is just as dangerous as to deny the demands of the body for essential minerals and vitamins.

5. Youth profits from association in work situations with older people. Such association has a maturing, sobering, character-developing effect upon young people, and it enables them to understand better the world into which they are going.

6. The half-time work is splendid vocational-guidance experience.

7. After spending some time in an actual job, even though only on half time, and after absorbing some of the interests and points of view of adult companions on the job, young people are much better prepared to be interested in and to profit by instruction in such fields as consumer education, vocational education, home economics, and social-political-economic studies and discussions.

8. The arrangement permits the guidance service of the school to follow youth out into the world on the job, as opposed to our present "all-or-none" plan by which students are kept in school full time until they leave the school for good to be launched full time into a non-school world.

To be sure, the co-operative plan involves extra work and considerable organization, for which not all school people have great appetite. Yet it seems distinctly worth while. In rural communities, it may take the form of short courses for farm boys, with attendance totaling about six months in each year, permitting the boys to work on the farms when they are needed and to attend the school when they are not.

There is no field for which the co-operative plan is better adapted than for business occupations. What business education may be necessary in his occupation will be more evident to the half-time youth after he has been on the job for some months. Furthermore, his work experience will give increased motivation for vocational business education related to that work and contributory to better positions in his field.

As his M. A. thesis, A. D. Kornegay, of the Kannapolis (North Carolina) Schools, is just completing a study of diversified-occupation units in nine southeastern states. The plan is spreading very rapidly. Five years ago, in this region, there were scarcely a dozen schools employing the plan; in 1939-1940, there should be at least 200 in these states, for in 1938-1939 we were

able to locate 176, and we know that more have been established.

The business occupations in which young people in those schools were employed on half time—some every alternate week, some half of the day—are as follows: retail selling, general office work, secretarial work, department-store work, banking, dry-goods dealer, stenographic work, and bookkeeping.

Of the 167 occupations in which pupils in the diversified-occupations departments of these high schools were employed, retail selling led all the rest, being represented in 103 of the schools. General office work was sixth with 34 schools; secretarial positions, eleventh with 23 schools; department-store work, eighteenth with 13 schools; and banking, twentieth with 11 schools. Book-keeping and stenography tied for the twenty-sixth place, with 9 schools each. Many of the other occupations most frequently found also involve business activities; for example, grocery business, 32 schools; service-station operation, 15 schools; and pharmacy, 13 schools.

As to the type of courses to be taken in school, no general rule may be safely laid down. Experience would indicate that only in a minority of cases should all the school work be direct vocational education. These boys and girls will have no less need for training for citizenship, health, leisure, or worthy home membership than other young persons.

They should also participate in the benefits of the extracurricular activities and the guidance service of the school. They are more likely to profit from these types of school service than are the more academic or book-minded youths who stay in school on full time.

Just off the Press

Co-operative Part-Time Store Training Program, Vocational Education Bulletin No. 205, published by the United States Office of Education, is of value for persons connected with co-operative part-time store training programs on the secondary or junior-college levels. It explains every operation, from the first concept through initial organization, promotion, and management of such programs.

E. C. T. A.

Atlantic City
March 20-23, 1940



THE forty-third annual convention of the Eastern Commercial Teachers Association was held amid the picturesque setting of world-famed Atlantic City, New Jersey, on March 20-23. The members gathered early at the Hotel Ambassador, the Association's headquarters, and the program got off to an excellent start under the direction of the genial president, Peter L. Agnew, of New York University.

The theme of the convention, "The Contribution of Business Education to Youth Adjustment," was ably presented



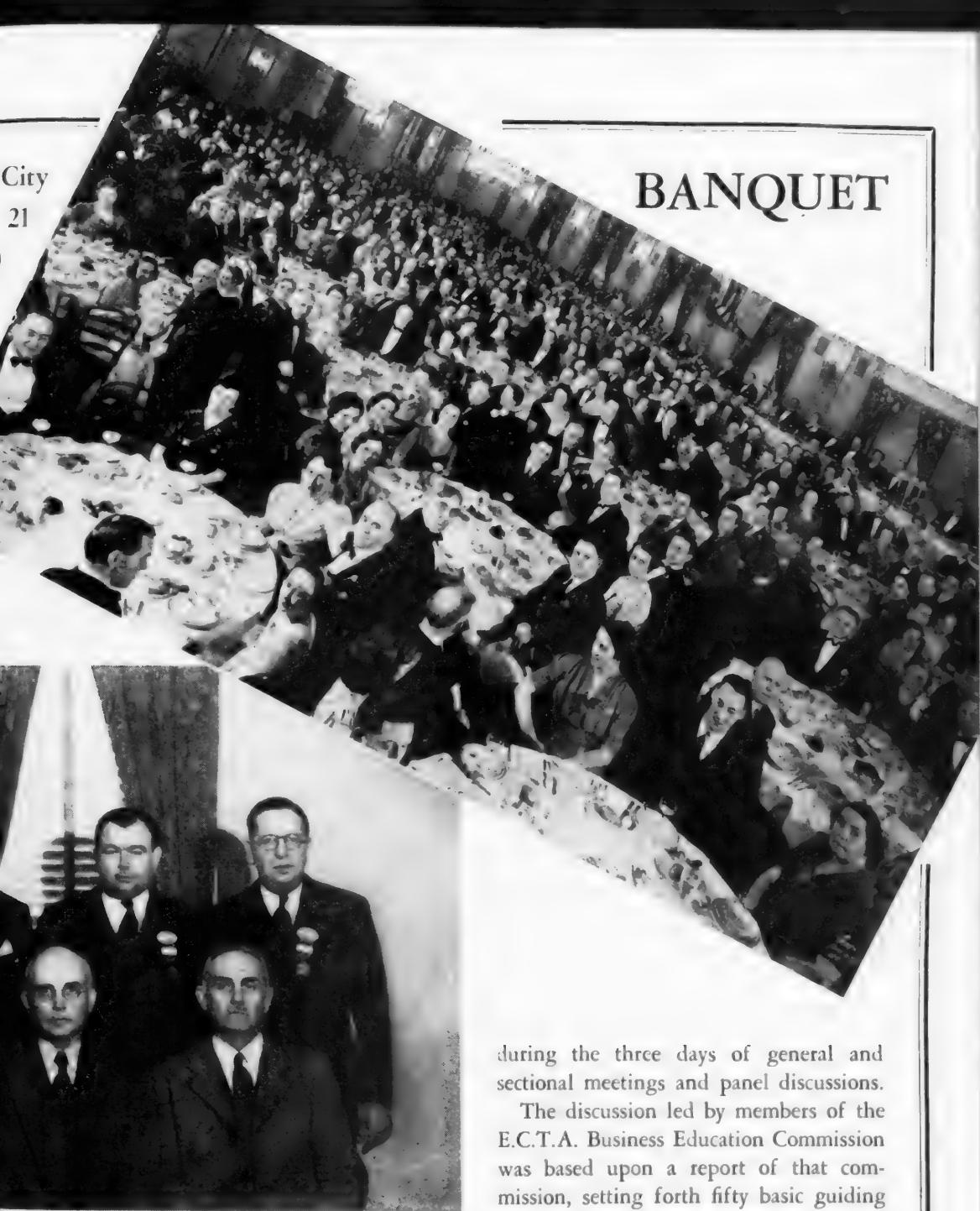
NEWLY ELECTED OFFICERS OF THE EASTERN COMMERCIAL TEACHERS ASSOCIATION

(Reading left to right.) Seated: Alan W. Furber, president, chairman, business department, Central Commercial and Technical School, director of admissions, Strayer College, Washington, Philadelphia; Raymond C. Goodfellow, director of business.

Standing: Dr. Foster W. Loso, city director of commercial education, Boston Clerical School, Boston; Conrad J. Saphier, principal, J. Tilden High School, Brooklyn, New York; Peter L. Agnew,

B. Edgeworth, supervisor of commercial education.

BANQUET



N COMMERCIAL TEACHERS ASSOCIATION

dent, The Chandler School, Boston; P. Myers Heiges, Technical High School, Newark, New Jersey; Alice Wake-D. C.; John G. Kirk, director of commercial education, s education, Newark, New Jersey.

mercial education, Elizabeth, New Jersey; Katherine W. first assistant, department of secretarial studies, Samuel new, New York University School of Education; Clyde mercial education, Baltimore.

during the three days of general and sectional meetings and panel discussions.

The discussion led by members of the E.C.T.A. Business Education Commission was based upon a report of that commission, setting forth fifty basic guiding principles for the Association's consideration. The report of this commission will be summarized by Dr. Paul S. Lomax for publication in the Association *Yearbook*, which will contain the proceedings of the convention. The editor of the *Yearbook* is Dr. Foster W. Loso.

President Agnew paid a high tribute to

the following committees for their invaluable contribution to the success of the convention:

Membership Committee: Elmus Ream, High School, Orange, New Jersey, chairman.

Administration Committee: T. A. Sullivan, Senior High School, Atlantic City, chairman.

Kit Committee: William R. Curtis, Senior High School, Atlantic City, chairman.

Hospitality Committee: L. J. Kaas, Senior High School, Atlantic City, chairman.

Publicity Committee: F. G. Dietrich, Senior High School, Atlantic City, chairman.

Banquet Committee: F. F. Pyle, Senior High School, Atlantic City, chairman.

John G. Kirk, director of business education for the city of Philadelphia, was elected president. Miss Alice Wakefield, director of admissions of Strayer College, Washington, was elected vice-president. The two new board members are Conrad J. Saphier and Alan W. Furber.

The 1941 convention will be held in Boston.

A complete list of the officers for 1941 follows:

President: John G. Kirk, director of commercial education, Philadelphia, Pennsylvania.

Vice-President: Alice Wakefield, director of admissions, Strayer College, Washington, D. C.

Secretary: Raymond C. Goodfellow, director of business education, Newark, New Jersey.

Treasurer: P. M. Heiges, chairman, business department, Central Commercial and Technical High School, Newark, New Jersey.

Executive Board: R. G. Walters, director of teacher training and personnel officer, Grove City (Pennsylvania) College; Katherine W. Ross, Boston (Massachusetts) Clerical School; Clyde B. Edgeworth, supervisor of commercial education, Baltimore, Maryland; Conrad J. Saphier, first assistant, department of secretarial studies, Samuel J. Tilden High School, Brooklyn, New York; Alan Furber, president, Chandler Secretarial School, Boston; Peter L. Agnew, School of Education, New York University; Dr. Foster W. Loso, *Yearbook* editor, director of business education, Elizabeth, New Jersey.

J. F. GUGLIELMO, formerly head of the commercial department of the Lutcher (Louisiana) High School, was recently promoted to the principalship of that school.

Mr. Guglielmo is a graduate of Louisiana State University, president of the Lutcher-Gramercy Lions Club, and a successful coach of amateur boxers, some of whom have won state titles.

UNDER the title, "Business Education for What?" the annual business education conference of the University of Chicago, to be held on June 27-28, will devote three sessions to subjects of outstanding interest: Problems of bias, emotion, and prejudice in business education; the consumer approach; and the individual's adjustment to business and to life. A work committee will present an outline for practical application of this material to the classroom situation.

Business teachers on their way to Milwaukee for the annual convention of the N.E.A. will find it convenient to attend the Chicago conference.

B. FRANK KYKER has been appointed chief of the Business Education Service of the United States Office of Education, effective March 1. Mr.

Kyker has been on the staff of the Business Education Service since February 1, 1938. He served for one year as special agent for research in business education and for the past year as acting chief of the service.

Mr. Kyker came to the U. S. Office of Education from the Women's College of the University of North Carolina, where he was head of the department of commercial teacher training from 1932 to 1938.

Mr. Kyker received his undergraduate training at Berea College and at the University of Tennessee. His graduate work was done at George Peabody College and at the University of Iowa.

In addition to several years of teaching and administrative experience in secondary schools, he was director of the department of business at Berea College from 1920 to 1932, and during the first summer term of 1932 he was the acting head of the division of commercial teacher training at the University of Iowa.

Mr. Kyker was president of the Southern Business Education Association for two terms, 1933-1935 and has held many other association offices. He is the author of numerous articles and monographs on business education, was formerly on the editorial staff of *The Journal of Business Education*, and was at one time the business education editor of the *High School Journal* and an associate editor of the *Business Education Quarterly*.





Vocational Adjustments For Stenographic Students

ETHELYN L. LELASH

OUR objective in a private business school is definitely vocational. Unless our students are eligible for placement at the completion of their course, we have failed in that objective.

What are the basic requirements for the vocational measurements of the students whom we are training for stenographic occupations? I would say they are three:

1. Good educational background and training.
2. Correct personality requisites.
3. Sufficient marketable skills to meet the needs of business.

I shall analyze each of these three factors with a view to seeing what help we *must* give our students, not only to equip them to obtain and hold a position at the beginner's level but also to develop them to be good potential material for the higher levels of employment.

Let us take the first factor: A good educational background and training. Before our students come to us, they have completed a high school course, a college course, or some intermediate stage in education. They are supposed to have had their groundwork in such elementary subjects as arithmetic, spelling, and composition. Sad to say, we find this groundwork insufficient in many cases.

I am sure that private school educators generally will agree with me on this point. In most cases we have to drill our students in spelling, in the meaning and use of

Adapted from an address delivered before the Private Schools Section of the Commercial Education Association of New York and Vicinity, at the Hotel Pennsylvania, New York.

words, in syllabication, in hyphenation, and in the writing of effective business letters. The most important kind of letter from the student's point of view is, of course, the letter of application. We stress the use of the personal-data sheet as the most legible form and the one most likely to arouse and hold the attention of the prospective employer.

We find that training in simple computations has been neglected and the importance of this ability relegated to the background as nonessential by many of the students who come to us. In commercial arithmetic—which we incorporate in our secretarial course, correlating it with bookkeeping—we train our students to compute rapidly. A secretary must be able to take charge of his employer's personal accounts, and he may not have access at all times to a calculating machine.

A phase of the educational background of our students that we must supplement is their *general attitude toward business*. Many young people come to secretarial school as a last resort. This is especially true of college women who have been trained to be teachers. The teaching field has been virtually closed to beginners for many years; yet young people are preparing

◆ *About Mrs. Lelash:* Executive director, Miller Secretarial Schools, New York. Graduate of Hunter College; further study at Columbia. Vice-president, Commercial Education Association of New York and Vicinity. Has contributed to C.E.A. and E.C.T.A. yearbooks. Formerly taught in three New York high schools—English at Washington Irving and the High School of Commerce, French at DeWitt Clinton. *Hobbies:* Music, art, literature, drama, golf.

for positions that are no longer available except for the few. They wait hopefully for a while and then decide, rather hopelessly, to take a course in shorthand and typing. Their idea is to finish as rapidly as possible and to obtain a position in business as a sort of stopgap, while wishfully waiting for that teaching vacancy that *may* occur. Our job is to make these people realize what immeasurable opportunities there are in business; what they can expect from business if they come to it with the proper perspective; how their own particular field of interest can be tied up with business; and how interesting and vital it can be to become a part of the vast organization that spells the growth of the country, the pulse of its life.

The second factor—correct personality requisites—offers us vast possibilities. In our own schools, we frequently utilize intelligence-test techniques to help us determine the student's capacity for development and, at the same time, his proper vocational level. We combine the use of general aptitude tests and occupational tests.

This testing is invaluable experience for our students, because many personnel directors of the large corporations have a complete testing program for workers on the beginning levels. We find, however, that the tests used by personnel directors are not enough for our purposes. They must be combined with suitable analytical techniques obtained through an interview by a competent vocational counselor in order to get a well-balanced measurement of both the occupational capacities and the personality traits of each student. In this way we ascertain what abilities we must develop and supplement and what kind of work each student is best fitted for, in the business world. When we have this information, we know which personality traits to stimulate.

In talking of personality, I think it is wise to define the word. I know of no single word that has been more misused. Most eminent psychologists are agreed that personality is a combination of character, temperament, and intellect.

Can we remold our students' characters at this late stage? Not entirely, but we can

point out that the cultivation of certain definite character traits will tend toward success in business; for example, the development of enthusiasm, interest, courage, loyalty, and co-operation.

Can we change these young people's temperaments? Not entirely, but temperament can consciously be controlled from within. We can show our students how necessary emotional control is and impress upon them the desirability of the acquisition of poise and calmness.

Can we help them develop their intellect? Decidedly, by training them to be logical, by allowing them to use their judgment, by cultivating their memory, and by encouraging them to reason. In our model office department, as a step in the right direction, each pupil is assigned the prescribed office-practice work for the day and encouraged to complete it with the minimum of supervision. In this way we stimulate active pupil participation.

We can help in building up the outward manifestations of a pleasing personality. I speak here of speech and appearance. In our schools, we have developed a series of personal-adequacy conferences, in which we bring to the consciousness of our students the desirability of the acquisition of these outward traits. We give them definite training in proper enunciation; and, in so far as we can, we assist them in proper voice placement, in the development of correct telephonic procedure, and in learning to meet people graciously. We criticize constructively their grooming and their general appearance and manner, instruct them in preparing for effective interviews for employment, and provide them with current data that will assist them in successfully presenting their abilities to an employer.

Our students come to these conferences enthusiastically, and it is interesting to watch their growth as they consciously incorporate our suggestions in their expanding personalities. This again is active pupil participation or, shall I say, co-operation, motivated by one of the strongest incentives: desire for economic security.

The third factor relates to sufficient marketable skills to meet the needs of the par-

ticular business the student chooses. This is, of course, our great responsibility. We, as a group, are training the secretaries, the stenographers, the typists, the clerical workers, the file clerks, the office-machine operators, the bookkeepers. We find out what the business world demands, and what it demands at the moment, because of our keen interest in meeting these needs. Our equipment is carefully kept up to date.

Our teachers are vital, stimulating personalities, who are able to transfer their interest and enthusiasm to their students. In any modern system of education, the teacher is of course the vital factor. Teachers in a forward-looking business school cannot afford to "become stale on the job," as they retain their positions only so long as they function effectively in the organization. A teacher who is an inspiration and a model, who can spur his students on to real interest and achievement, is vitally necessary and will be assured of permanency in any business school that is progressive.

Our curriculum is elastic. If we find that there is no longer any need for a subject that we have been teaching, we eliminate it from the curriculum. If, on the other hand, the exigencies of a changing business world demand the introduction of a new subject, we are open minded. We revise our curriculum whenever necessary. We are careful not to overload our program with irrelevant subject matter; we teach only subjects that are pertinent and practical. We examine new textbooks when they appear. If the presentation in new books is better suited to our needs, we adopt them.

Through consultation with employers, we ascertain the required speeds in shorthand, in typewriting, and in transcription. In order to graduate students capable of a high degree of efficiency, we correlate these speeds throughout the course. Shorthand and typ-

ing are integrated as to progress in both theory and speed. Dictation is introduced very early in the stenographic course, and the rate of transcription is carefully recorded.

We know how much theoretical training in bookkeeping is necessary; the best and most up-to-date filing systems; what machines are essential for the stenographic occupational fields, and what are superfluous. We train our students far beyond the minimum requirements of the business world in order that they may be prepared to meet the emergencies that will arise in their daily routine.

We confer with employers to find out whether our students are satisfactory and wherein they are deficient. We govern ourselves by the employers' recommendations. We have instituted a follow-up system of each student's placement history, which is kept on a permanent record card. We have a comprehensive checkup periodically. We are thus in a position to know whether or not our graduates have been successful in their business careers. As our graduates are our best recommendation, we can trace future enrollments directly to a wise policy in regard to placement on the beginning levels and re-placement on the promotional levels.

In order to graduate into the business world people who are vocationally stable, and who can fit into the work pattern for which we have prepared them, it is evident that we, as private school educators, must work with the ideal of training the right person for the right job. Our definite objective is thus clearly established. It behooves us to develop our students with that ideal ever before us. The challenge to private schools has always been great. Let us continue to meet this challenge by doing a consistent and workmanlike job of training for placement.

B.E.W. PROJECT CONTEST REPORT

THE official report of the winning schools and individuals in the third annual B.E.W. Project Contest will be published in full in the June issue of the BUSINESS EDUCATION WORLD. The contest judges report that thousands of entries have been received in the six contest divisions.



The Steppes of Russia

W. ELMER
EKBLAW, Ph. D.

EDITOR'S NOTE—Dr. Ekblaw presents the fifth and last of his series of articles dealing with the environmental factors of economic geography. For this discussion he selects the steppes of Russia as a geographic region, to illustrate the influence that the various geographic factors described in his previous articles have on human life. Thus, this article becomes a fitting summary to the series. Extensive travel in Russia a few years ago enables Dr. Ekblaw to interpret the human response to the steppe environment from personal observation as well as from wide research.—DOUGLAS C. RIDGLEY, Series Editor.

THE steppes of Russia have ever constituted an intriguing influence in the intricate political and economic complex that is popularly called the European civilization. Distinctive in their semi-aridity, their monotonous expanse of waving grass, their dark fertile soils, their early pastoral nomadism and their modern extensive grain farming, their retarded culture and their low standard of living, the tyranny of their governments, their perennial social and political turmoil, they have loomed larger upon the eastern horizon of the western European world than their actual or potential importance warrants. The explanation for our profound interest in these steppes may be sought, probably, in the wide difference in the physical characteristics of their land from the lands of western Europe, and the different rôle they have played in history. To explain and interpret the characteristics of the Russian steppes, a knowledge of their geographic attributes and relationships is prerequisite.

Everything that has happened since the world began, in so far as man is concerned, includes three major elements—the *actors*,

the *time*, and the *place*. The actors may be nations, men, beasts, birds, trees, or the forces of nature. Wherever anything plays a part in the great drama of life and being, there is activity. The time may be the dawn of life, the dawn of history, any period of the past, or the fleeting, evanescent present. The place may be any latitude, any longitude; it may be on earth, in sea, in air; on plain or mountain; on prairie or plateau; by river or by desert dune. *The three elements cannot be separated.*

Geography best defines itself, best builds up its field and philosophy, best develops its discipline and its technique, upon the concept of place as the essence of its science. The attributes and relationships of place form the popular, as well as the historical, material that constitutes geography. The classification of things by the criteria of place, the definition of things in terms of place, and the interpretation of relationships upon a place basis constitute the subject matter of geography as a science. Because the essential, inalienable attributes of every place are physical—relief, drainage, slope, and other surface configuration and quality; the elements of climate; the chief characteristics of soil; and some of the effects of life or organisms—geography is fundamentally a physical science, like geology, physics, or chemistry.

◆ **About Dr. Ekblaw:** Professor of human geography, Clark University, Worcester, Massachusetts. Author of articles and books, assistant editor of *Economic Geography*. Accompanied the MacMillan Crocker Land Arctic Expedition (1913-1917) as botanist and geologist; was research associate, American Museum of Natural History, from 1917 to 1922, and consulting geologist for two years. Member of the Explorers Club. Hobby: ornithology.

But man is most interested in his own relationships to place, most concerned with the effects upon his own life and economy that accrue from place attributes. Consequently, the several phases of human geography (which concerns itself with man's place relationships)—economic geography, political geography, anthropogeography, and related aspects—have become the major content of the subject as it has been and is being developed, in our secondary schools and even in our colleges and universities.

Geography of Recent Decades

Not long since, perhaps three or four decades ago, the physical bases of geography—physical geography and climatology—were being widely taught throughout the country. The grade-school geography texts in use in both urban centers and rural communities were at that time dominantly physical in their approach and point of view. They succeeded long series of popular textbooks of earlier days that might well be characterized as mere regional descriptions, in part textual, in part pictorial, without any serious attempt at interpretation or correlation. The texts of thirty or forty years ago thus represented an educational revolt against such superficial material and an effort to make geography as strictly scientific in its approach and point of view as the physical and biological sciences had become in the latter half of the nineteenth century.

In turn, this physical approach was abandoned in relatively short order, because the subject matter of the new textbooks emphasized the physical factors—relief, drainage, hydrography, climate, and soils—and neglected the human attributes and relationships of place, the very phase in which man, and particularly man's children, is most vitally interested.

At present, because of man's egocentricity, the pendulum has swung unduly far toward the human end of the geographic arc, with the result that people are only broadly, not deeply, rooted in the fundamental factors that affect their lives. They know much more about the "what" and "how" than of the "why" of things. The regional approach



◆ **About Dr. Ridgley, Series Editor:** Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

to the study of geographic fact, whether it be physical relationships or human, lends itself equally well to research or to teaching, but it may ultimately prove inferior to the comparative approach for secondary-school education, whatever advantages it may have for higher education.

The geography of today is interpretative and explanatory, as well as descriptive, and embraces more nearly than ever before the manifold and complex attributes and relationships of place. The emphasis upon human activities and relationships as they are connected with place continues dominant, but the explanation and interpretation of those activities and relationships are sought, more eagerly than ever before, in those physical attributes of place that are revealed, in some measure, by geology, physiography, oceanography, climatology, soils science, botany, and zoölogy.

The Russian Steppes, a Geographic Example

In the previous articles in this series the effect upon man's activities of various elements of climate and of soils has each been summarized in a general way and from a world point of view. This article purposed to point out the complexity and interdependence of the relationships among the several physical, biological, and human attributes of a definite region, choosing as one of the best and foremost examples the Russian steppes, well known for their semiaridity, their vast and monotonous sweeps of grassland, the fertility and productivity of their soils when well watered, the pastoral nomadism that characterized their earlier occupancy and utilization by man, and the

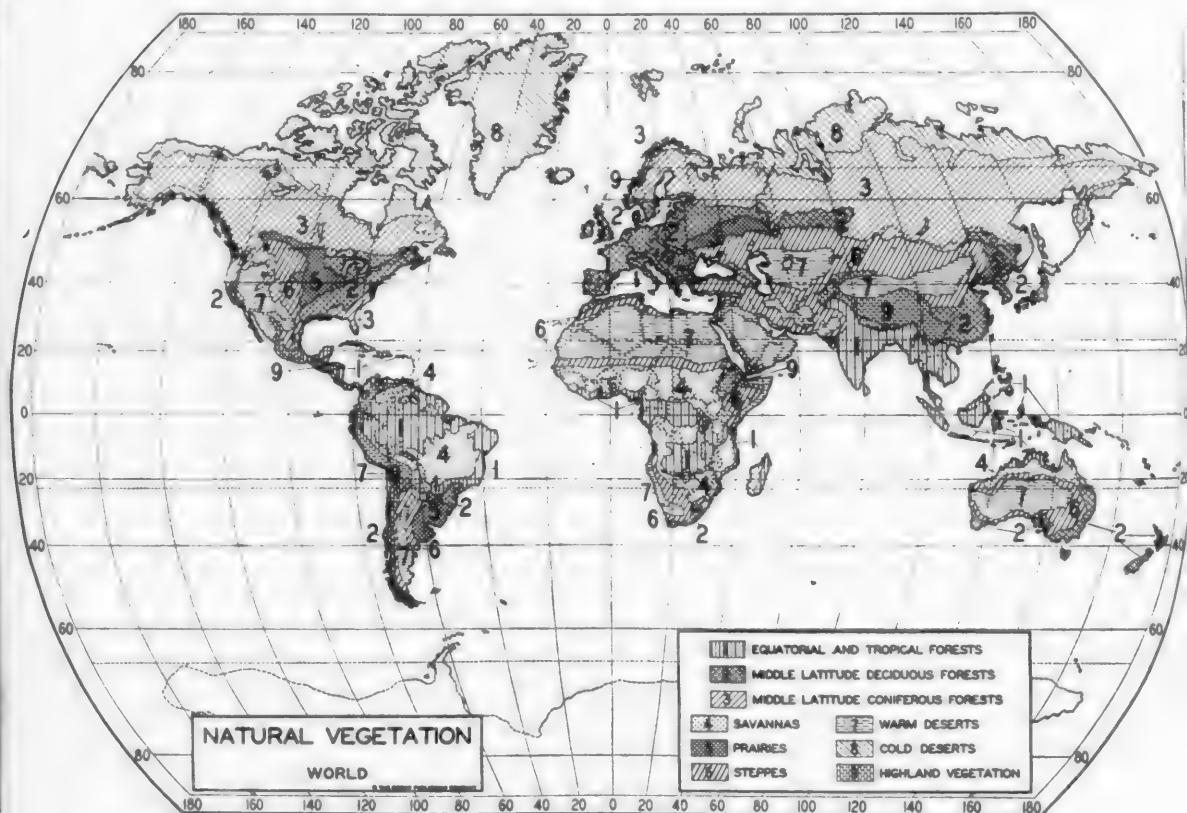
extensive grain agriculture to which they are now primarily devoted.

Characteristics of the Russian Steppes

The Russian steppes constitute a broad belt of prevalent and well-nigh continuous grassland extending from the Ukraine on the west to central Siberia, and in scattered areas beyond, on the east. It varies in width from 200 or 300 miles to more than 500 miles in places. The annual rainfall ranges from about 10 to 25 inches in various parts of the belt comprising the steppe, nearly everywhere more or less closely approaching the minimum required for growth of such cereal grains as durum wheat, barley, and other dry-land crops. Everywhere the rainfall is insufficient for the growth of trees; and grassland or bush occupies the terrain, except where ground water accumulates or springs issue to provide moisture adequate for tree growth. It is from the widespread stretches of grass that the landscape of the steppe derives its distinctive character. Dur-

ing the period of summer growth, the steppe forms an apparently boundless sea of grass, bending and waving before the wind, green in its early growth, brown and tan as the drought of late summer and autumn desiccates the verdure.

Though the landscape is thus distinguished by the grass cover, the economy is more vitally affected by the quality of the soil. The soil, famous throughout the world as the "black earth of Russia," is so inherently fertile that, given ample moisture, it can for centuries produce heavy yields of any kind of crops that the climate permits, without exhausting its fertility. In soils science this black soil, and its related and neighboring chocolate-brown and brown soils, are included within a group known as the *chernozems*. These chernozems are so rich in plant food—humus, the alkalies, and the alkaline earths—necessary for heavy crop production that, whenever they are put into cultivation, they produce great growth of crop, provided there are adequate snow and



rainfall to insure sufficient moisture for crops to grow and mature.

For the same reason that the vegetation of the region is grassland, the fertility of the chernozems is high—the low precipitation that will not permit the growth of forest also prevents leaching of the elements of fertility. Indeed, the upper layers, or horizons, of the chernozems not only do not lose their fertility, but many of the elements essential to high fertility actually accumulate there from year to year—there is not enough rainfall to leach them out. Because the chernozems are so inordinately productive when adequate precipitation falls upon them, man is tempted to plow them up and put them into crop use, gambling with the weather that enough rain will fall to provide a liberal harvest. When enough rain does fall, he is richly rewarded; when the rains fail to come, his crops do not grow, and he is faced with famine.

The rainfall of the steppes, never much above the minimum amount required for successful cereal production, in many years—sometimes for several years in succession—falls substantially below that minimum. Then drought, more or less acute, depending upon the degree and extent of the rainfall deficiency, prevails over the region. It is this untrustworthiness of the rainfall, quite as much as the average small amount, that makes the steppes such a precarious region of crop agriculture and sedentary residence. The variability may be no greater in amount than it is in many other regions, but the variability ranges just above and below the critical minimum for successful cereal-crop production.

In a region of higher average rainfall than the steppes receive, the variability is not so significant nor so critical, for even the minimum is more than adequate for successful crop production. In a region of lower average rainfall than the steppes receive, the rainfall is rarely sufficient to grow a crop, and man soon learns the futility of breaking up the sod and thereby destroying the pasturage of his flocks and herds. On the steppes of Russia, however, the rainfall varies so closely about the critical quantity required for successful crops that man is

tempted to abandon grazing for crop agriculture, trusting to the years of adequate moisture to carry him over the years of inadequate moisture that are sure to come.

Human Economy of the Russian Steppes

The primitive economy of the steppes was pastoral nomadism. During most of the year the grass cover furnished excellent pasturage for the cattle; the rich plant growth, nutritious herbage for the sheep. At times and seasons the supply of water for the flocks and herds at any one place fell below necessary requirements, and movement to better-watered pastures became necessary. At intervals, several years of such drought reduced the pasturage and the water supply to such a minimum that great numbers of the animals perished; and when the drought ended, it took years of more copious rainfall to restore the flocks and herds to the number justified by the normal carrying capacity of the range. In years of stress, the population dwindled and adversity took heavy toll of their resources; in times of plenty, the people prospered and waxed strong. They were a sturdy, courageous, self-resourceful, but sometimes predatory, folk. For centuries and scores of centuries this régime of pastoral nomadism endured on the steppes, but finally over wide areas it gave way to sedentary crop agriculture.

Reluctantly, the change from the primitive pastoral economy to more modern utilization of the land took place. Not until machinery made extensive farming profitable; not until the rise of great industrial, commercial, and professional populations in western Europe provided markets for increased yields of food that the steppes with their large-scale farming and sparse populations could produce; not until the seasonal semiaridity of the steppes could be overcome by trustworthy supply of potable water, were the great seas of grass and the vast expanses of the black chernozems won in part for sedentary residence and crop agriculture. But even so, the years when rain fails and crops dry up are years of scarcity or even famine and stark destitution, and the population must suffer or starve, or leave their homes.

Consequently, the steppes are regions of relatively sparse population, of social and political unrest. The folk who so frequently must endure the hardship and hazard of years of drought are too few to have much influence in their government. In a monarchy, they are too few to be strong enough to make their voices heard; in a democracy, they are too few to poll many votes, and effectively to make protest. As a result, their protests go unheeded, and they come to feel themselves mistreated or oppressed, and finally to rebel. Only a strong central government, that in time becomes autocratic or even dictatorial and tyrannical, can withstand such rebellion and maintain law and order. Throughout history, the governments of the steppes have been authoritarian in character, whatever their form.

On the typical steppes, the holdings must be very large, the homesteads correspondingly far apart, the roads few and ill kept, social intercourse infrequent, and cultural influences weak. The scarcity of water at seasons makes cleanliness and health difficult. Low rainfall limits the variety of fruit and vegetables that can be grown, and only a few are available. Monotony of landscape emphasizes monotony of resources. The steppes, which because of their broad horizons and the rigorous discipline of their aridity produced a virile, independent folk while pastoral nomadism still characterized their economy, have been transformed by crop agriculture into regions of poverty and relative squalor and sordid penury. The depressing consequence of their precarious agriculture becomes all too frequently a low standard of living, a debased economy, and a retarded culture.

The series of place attributes of the steppes constitutes an organic integrity of place relationship. The first steps in the series are the marginal, untrustworthy rainfall, the grass cover, and the black, fertile soil. Arising from these, and resultant upon them, are extensive tenure of land, machine methods of tillage, and hazardous and uncertain yield of crops of little variety. Consequent upon all these are sparse population, low standard of living, precarious eco-

nomic stability, perennial discontent, social and political unrest, and autocracy of government. The attributes of steppe places are thus distinctively related in a causal series into an integrated geographic complex.

Other Steppe Regions

Wherever else such climate as prevails over the steppes of Russia dominates the season, a similar complex of place relationships follows. The Sudan and the veldt of Africa, the pampas of South America, the high plains and prairies of North America, the puszta of Hungary, and many similar regions on smaller scale elsewhere exhibit the same geographic relationships, the same series of attributes of place—physical, biological, and cultural.

Education Books for 1940

Education for Work, by Thomas L. Norton, published by McGraw-Hill Publishing Company, and *Business Education: Basic Principles and Trends*, by Herbert A. Tonne, published by Gregg Publishing Company, were the only vocational-education books listed in the annual compilation of sixty outstanding education books, prepared for the National Education Association by the Enoch Pratt Free Library, Baltimore.

Norton's book is that phase of the New York State Regents' Inquiry concerned with vocational education and gives considerable attention to business education.

Business Education: Basic Principles and Trends is especially recommended for teachers and small public libraries.

Gregg Writer Typing Contest

HERE has already been an excellent response to the announcement of the Type-writing Speed and Accuracy Contest in the April issue of the *Gregg Writer*.

Unlike the Competent Typist Contest conducted by the *Gregg Writer* for schools some years ago, this new competition provides a more exhaustive typing test that may be used as a final typing test, if a teacher so desires.

Interesting prizes will be awarded to the students and to the schools winning in the event. Since it is primarily a class project, all the typing students will benefit from participating in it.

If you have not already read the announcement, we suggest that you procure a copy of the April *Gregg Writer* now. Your typing students are eligible to enter.

Developing Better Public Relations

A Symposium, Continued

(A DIGEST OF THE MARCH, 1940, EDITORIAL)

WE are living in an age of high-pressure lobbying. Every activity dependent upon the support of the public must have competent, vocal leadership if it is to survive. Too many school administrators and teachers, not recognizing the danger of hostile interests until catastrophe is upon them, have been so absorbed by their in-school activities that they have overlooked their obligation to keep the public aware of the objectives and achievements of the public schools in terms of student attainment and tax levies.

Business education needs directors of public relations and for a hardheaded, profit-and-loss reason. Business education has its public—a

heavily loaded taxpaying public—to which it must interpret its service and justify its cost.

We have confronting us two tasks of grave importance that must be undertaken immediately. First, we must take the necessary steps within our own profession to eliminate inefficiency and wasteful expenditure of money, where these evils exist, or else steps will be taken by taxpaying bodies outside the profession to do this task for us.

After we have set our house in order, we must undertake the second task. We must interpret our educational program to taxpayers through a public-relations department in the same manner that business is doing.

CHARLES W. HAMILTON

*Assistant in Secondary Education,
Department of Public Education,
State of New Jersey*

UNQUESTIONABLY, your editorial is very much in order. In New Jersey, our State Council of Education has been devoting a portion of nearly every meeting to a discussion of better public relations. I am a member of the committee appointed to prepare exhibits for the meetings, obtain speakers, and the like. In spite of my special interest in business education, I do not know of any school that is making a special effort to promote better public relations through its business-education department, although I feel very keenly that this is highly desirable.

At the last meeting of the council, I distributed a mimeographed report. Excerpts from this report follow.

Excerpts from the Report

The committee appointed to consider the development of better public relations during this school year has tried to accomplish two things: first, to prepare programs for meetings; and, secondly, to accumulate materials relating to places where effective public-relations programs or methods were observed or have been reported.

In addition to recalling places where effective programs had been observed, requests were made of county superintendents, state department officials, and others for specific examples of effective work. The response was overwhelming, and many splendid reports were received. It should be clearly understood that this brief report and the display of some materials in a near-by room are intended merely as examples. The limited time in which to gather data made it impossible to make the survey either extensive or in any way complete.

The response indicates that educators are well aware of the fact that public education should be better understood by, and more fully interpreted to, the public.

It is clear that practically all schools, to a greater or less extent, effect public relations through newspaper reports, school publications, special sessions, school exhibits or entertainments, etc.

Reports show that some of the unusual means of promoting public relations are:

1. The use of the radio.
2. Annual achievement days or county festivals.
3. The use of a director of publicity.
4. First-grade commencements.
5. The establishment of advisory committees—utilized particularly by the vocational-education people.
6. School-bank project.

7. Adult or leisure-hour classes, including public forums.
8. Unusual Parent-Teacher Association work.
9. Education conferences inviting lay members of the community.
10. Exhibits.
11. Speakers and entertainments furnished to service-club groups.
12. Unusual commencements—"candlelight" ceremony, outdoor graduation.
13. Music activities, including spring festivals, concerts, etc.
14. Adult schools conducted by citizens.

Many of the letters indicated that activities in the service-club groups were an important form of public-relations work. These activities involved, in many cases, membership on Boys and Girls Work Committees, as well as providing speakers and entertainment.

Guidance, including a placement program, is considered important in many cases.

Comment was made concerning the desirability of making use of the human resources in the community, bringing into the school citizens who can give talks on local history, or who are famous for some special hobby.

Noteworthy annual reports are produced in several communities.

LOUIS J. FISH

*Director of Commercial Education,
Boston Public Schools,
Boston, Massachusetts*

In my opinion, the establishment of a public-school-relations department is not necessary. We now have all the necessary contacts with the public and they are cordial. Moreover, the relations you mention are those of a competent superintendent. I firmly believe the superintendents are well able to manage this function without the help of paid, public defenders.

The article states that taxpayers object to school costs, and then proceeds to add \$5,000 to \$8,000 for a hired "glosser."

The superintendent's duty is to act as a liaison officer, and his contacts, if satisfactory, should accomplish all the results of a paid spellbinder.

DR. EARL G. BLACKSTONE

Associate Professor of Commerce and Education, University of Southern California, Los Angeles

I have read the March editorial and find nothing to criticize, but much to praise. I hope that you will follow this up with a series of specific devices for publicity that teachers everywhere can undertake.

DR. BENJAMIN R. HAYNES

*Professor of Business Education,
University of Tennessee, Knoxville*

Much has been written during the past few years on the general topic of "Advertising or Selling the Commercial Department." After examining several of the proposed plans, however, I decided that the problem was being attacked externally rather than internally. In other words, I believe there are three necessary steps in any public-relations program that concerns business education:

1. Convince those concerned with the program itself of its justification in the curriculum.
2. Convince those teachers who are in charge of other areas of instruction within the institution of the justification of the program.
3. Convince the general public not only of the justification of business education in the program of studies but also of the place that such a program can and should occupy in the social and economic life of the community.

I believe that this public-relations program, to be most effective, must proceed in the order just given.

Many of us have been in situations where we have endeavored to expand our work and have not always had the wholehearted support of the members of our own departments (Step 1). There have been several excellent plans advanced for tying up our work with our communities (Step 3). In an editorial such as this, however, space does not allow for detailed suggestions as to the ways and means of reducing or eliminating departmental differences, or for reviewing the plans that have been given for community co-operation.

This editorial is primarily concerned with work of a public-relations nature that we

can do in obtaining the co-operation of administrators and teachers concerned with the other areas of instruction (Step 2). All too often, consideration of this second step has been neglected; and, with this gap existing, attempts to create better public-relations programs for business education were doomed to failure even before they were inaugurated. One plan for obtaining better co-operation on the part of our colleagues is given and several others are suggested. Departures from any of the suggestions should be made in terms of individual situations.

First, it is suggested that the principal arrange a series of departmental programs, possibly to replace or to supplement the all too often trite and meaningless faculty meetings. These programs are not necessarily held each year, but should be scheduled whenever the teacher turnover has reached a point where the administration feels it desirable to repeat them. The details are somewhat as follows:

Each department in the school assumes the responsibility for at least one program. The nature of this departmental program is left to the members concerned, but the objectives remain constant; namely, to allow the faculty to become familiar with the work of that department and at the same time to solicit their sympathetic co-operation, principally by demonstrating the interdependence of the department under consideration to the other departments in the school. Incidentally, the plan can be the means of "introducing" some teachers to certain classrooms or laboratories for the first time in the year or years that these teachers may have been teaching in that school.

Some departments have arranged for a short talk given by a teacher or by a student of that department to the faculty, explaining the course offerings, the place of each subject in the program of studies, its objectives, and how it dovetails into the work of other departments. Some departments have arranged to hold regular classwork during the time of the program. This is especially practicable in shopwork, where exhibits are arranged, and the "visiting" teachers may be given duplicated outlines of materials

to aid them in becoming familiar with the work of that particular department. Some of the academic departments can also arrange regular classroom work handled entirely by the students, by the teacher, or by a combination of teacher and students. In at least one school where this general plan has worked successfully, the several home-economics classes combined activities; and, after the faculty had gained an insight into the work of the home-economics department, they sat down to a dinner prepared entirely by the students. Programs such as these are bound to make for better feeling among the members of the various departments if for no other reason than that they show what each department is endeavoring to do in connection with the education of the *whole* child. Naturally, neither this plan nor any other plan can be successful under all conditions.

Other schools, in connection with their departmental faculty meetings, arrange to have these meetings addressed by other departmental heads or teachers. This interchange of speakers is also effective in cases where elementary-school teachers or senior high school teachers may address a junior high school group, or where a junior high school teacher may address either an elementary-school group or a senior high school group. These interchanges of ideas as well as of speakers tend to break down the lack of integration that exists all too often among the several units of our public educational systems.

At least one city has found it practical to require its teachers, on their visiting days, either to visit other departments within their own school or to visit departments other than their own in other schools and possibly on a different level. Another school system has strongly recommended, and in some cases required, its key teachers in certain schools to teach for a semester in another school in the same city but on a different level.

The plans briefly presented in the preceding paragraphs may bring to light other plans that either have been tried or that promise success if they should be tried in connection with the ultimate objective of all

the plans; namely, improving "internal" public relations.

DR. WILLIAM R. ODELL
Co-ordinator of Instruction for Adult and Secondary Education, Public Schools, Oakland, California

Your editorial interests me very much. I particularly like your twofold emphasis—that not only must we undertake to interpret our business-education program to taxpayers, but quite properly must concern ourselves first with setting our own house in order.

Interpreting our program to the public is easy and profitable. What we teach is tangible and can be demonstrated to exist in quite objective ways. That what we teach is worth while has long been accepted as demonstrated by the great increases in enrollments in business subjects.

The value to a school system of an effective co-ordination program between the schools and local business organizations has long since been proved in city after city, including Oakland. Merritt Business School and Central Trade School have for many years provided teacher time for such co-ordination activities.

In recent times, a new position—co-ordinator of placement—has been established to extend and co-ordinate such activities as these for the city school system. Our personal-planning classes have emphasized good public relations also through continuous contact with local business organizations and businessmen. All these programs have been developed because of their demonstrated worth.

THE every-pupil typewriting contest sponsored annually by the National Catholic High School Typists Association was held March 14. Forty-six Catholic secondary schools participated, with a total of 1,671 contestants in twenty-three states. Trophies were awarded to the highest ranking schools according to class medians, and emblems and certificates were presented to the highest individual contestants in the four divisions.

Trophy winners were as follows:

NOVICE, CLASS A

First: St. Mary's Boys High School, Phoenix, Arizona.

Second: St. John the Baptist School, Muscoda, Wisconsin.

Third: Tipton High School, Tipton, Kansas.

AMATEUR, CLASS A

First: St. Gabriel High School, Glendale, Ohio.

Second: Notre Dame Academy, Omaha, Nebraska.

Third: St. Francis Academy, Hankinson, North Dakota.

NOVICE, CLASS B

First: St. Mary's Parochial School, San Antonio, Texas.

Second: Aquin High School, Freeport, Illinois.

Third: Regina High School, Norwood, Ohio.

AMATEUR, CLASS B

First: Regina High School, Norwood, Ohio.

Second: St. Cecilia's Academy, Washington, D. C.

Third: Girls Catholic High School, Hays, Kansas.

MISS FLORENCE STULLKEN, assistant professor of the School of Business Administration of the University of Texas, was recently elected president of the newly formed chapter of the Business and Professional Women's Club in Austin.

Miss Stullken is in charge of the commercial-teacher-training department at the University of Texas.

Formula for an Attractive Personality

LOUIS J. FISH

Director of Commercial Education, Boston, Massachusetts

On your lips—put TRUTH,
They will bring belief.

In your eyes—put UNDERSTANDING,
They will create friendship.

In your heart—put KINDNESS.
It will be merciful.

In your mind—put CHARITY
It will be generous.

In your will—put FIRMNESS,
It will help the irresolute.

In your judgment—put FAIRNESS.
It will be honorable.

In your mien—put UPRIGHTNESS.
It will inspire confidence.

In your attire—put SIMPLICITY
It will be charming.

In your voice—put PRAYER.
It will be divine.

In your soul—put SALVATION,
It will be indestructible.



Protecting Student Finances

HERMAN
O. HOVDE

MISS X sponsored a school club. She was an energetic person and well liked by the club members. Money did not mean a great deal to Miss X, so she was not careful to record amounts paid to her by members of the club.

When an activity was suggested after the middle of the school year, Miss X told the club that there was not money in the treasury to take care of the expenses for the proposed activity. When some students asked her what had become of the money that had been paid in as dues, Miss X stated that it had gone for expenses. She did not, however, have evidence to show how much had been received or the amounts of money paid out.

Someone suggested to someone else that perhaps the funds had gone to Miss X for personal use. The rumor spread and grew in size until Miss X was finally forced to resign under a cloud of suspicion.

Any experienced teacher can cite an example of a similar happening or one that might easily have developed in the same way. Handling the funds of a student activity is such potential dynamite that great precautions need to be taken to prevent suspicion of misuse of funds. Sponsoring a student activity becomes a pleasure if one is assured that funds are so handled that there can be no question concerning the amounts received or the use made of money paid out.

To overcome the difficulties and to make the entire financing of student activities a more efficient procedure, a plan was inaugurated at Loveland High School, Loveland, Colorado, that has made the financial side of school activities a pleasant feature rather

than a dreaded evil. Operation of the plan has made it possible to enlarge the scope of existing activities and to begin new ones.

The plan for handling money consists of two essential parts: provision for the care of money that is brought in by various activities, and the accounting for all funds paid out.

All money that is received, whether from athletic contests, benefit performances, or dues, is deposited in one account. The method of procedure is for the treasurer of the organization to turn all money taken in over to the activities bookkeeper, who gives a receipt for it and makes a deposit in the bank under the name of Loveland High School Activities. As all funds are in one account, there is a saving in bank-service charges, the total balance in the account being well above the minimum necessary to cancel such charges.

The treasurer of each activity has the receipts given by the bookkeeper as evidence of money belonging to the organization. These are kept on file by each treasurer. Turning all money over to a specified person eliminates much of the danger a student treasurer may incur through carrying money about with him. Because funds are put into the custody of one person, it is easier for the treasurer to keep his accounts up to date, and the possibility of errors is minimized.

In making payments, all checks are drawn by the bookkeeper. This is an essential feature of the plan, in order to keep the

◆ *About Herman Hovde:* Physics and chemistry instructor, Loveland (Colorado) High School. Two degrees from Colorado State College of Education. Member of Phi Delta Kappa and Lambda Sigma Tau, honorary science fraternity. Has contributed to the B. E. W. and other educational journals. Chief professional interests: curriculum construction and guidance. Hobbies: chess, photography.

bank balance properly accounted for. Limitation of the check writing to one person also is a safeguard against double payment of a bill.

Organization treasurers, in making payment for bills, must make out a voucher for each bill. Forms for vouchers are mimeographed on the school machine. Each voucher jacket provides a space on the inside for the name and address of the payee, location of the paying office, and date of payment. There follows an itemized account of materials or services for which payment is to be made, unless a bill has been presented; in the latter case, the bill is clipped inside the voucher jacket. A receipt form is also a part of the inside of the voucher jacket and is to be signed by the payee when possible.

The outside of the voucher jacket provides blanks for the name and address of the payee and the voucher number. The amount of the check is placed opposite the name of the organization making payment. Each organization in the high school is listed. This method makes it unnecessary for the voucher jacket to be opened when checking amounts of money paid out by any organization. The bottom of the voucher has provision for the signature of the treasurer of the organization, the sponsor, and the high school principal.

Since each voucher should be signed by the principal of the high school and by the sponsor of the organization, it is certain that all expenditures have been approved before payment is made. Much difficulty can be eliminated by such a safeguard. In practice, many vouchers are not signed by the principal, but each sponsor who wishes to have such approval for any action can request the signature on the voucher and thus assure administration approval for the payment.

At the time of making the voucher, the organization treasurer records the expenditure in his book. When the voucher is numbered, the number should also be entered in the treasurer's record to facilitate reference, should any question arise relating to the item. Auditing is simplified by having each voucher identified with the check and with the entry in the treasurer's record.

Checks returned from the bank after payment are filed with the vouchers. Duplicate payment is avoided by reference to the voucher file, which will show details of the payments, as well as the canceled checks.

The voucher system protects student treasurers by acting as a check upon the bookkeeping of the student. If any question arises as to the balance remaining in the treasury or the amount paid out, the treasurer can refer to vouchers to prove that his entries are correct. The student does not handle cash in making payments and therefore is not chargeable with errors in making change or with carelessness resulting in loss of money.

Having such safeguards gives the student treasurer an increased confidence, as well as a conviction of the need for care in handling money. A businesslike method of operating the financial work of the organization will show benefits in increased interest in the other phases of activity, because a going concern is of interest to everyone.

Confidence of members in the financial plan of an organization is maintained and increased by the efficiency and precautions of the voucher system, and such confidence is evidenced by increased activity in the other phases of work taken up by the organization. Students respect efficiency, and they soon discover that money handled by the voucher system gives them the maximum service.

A typical voucher, 8 by 9 inches in size, carries on the front cover (when folded) this information:

LOVELAND HIGH SCHOOL ACTIVITIES
Loveland, Colorado May 20, 1940

Name: Loveland Creamery Co.

Address: Loveland, Colorado.....

Voucher No. 216

—Distribution—

Athletic Association	\$
Class of _____
Class of _____
Class of _____
Class of _____
F. F. A.
G. A. A.
Journalism Club

Music Department
Pep Club	1.40
P. T. A.

Approved:

B. F. Kitchen	Principal
H. O. Hovde	Faculty Member
Genevieve Peterson	Student Member

Inside the voucher are spaces for the date, payee's name and address, signature of payee, and identification of payment.

The difficulties of the plan, as shown by three years of its use, are that it is possible for students to misuse funds or to make errors in handing over money that has been collected. This can be remedied by using a receipt book with stubs, the treasurer being required to fill out a receipt and stub for each collection he makes. By periodically checking over his stubs to see if they agree with deposits, irregularities can be found.

Members of the organization receive valuable training by insistence that they take a receipt for any money they pay out to the treasurer.

Use of a systematic method in caring for funds of school organizations will make it possible for many young people to learn the valuable lesson of care in financial matters. If every student knew the value of careful checking of money taken in and paid out for his personal use, many of the difficulties of later life could be eliminated. Hand-into-pocket methods have caused much misery.

For the small school, the voucher system can be modified, if it is thought necessary, to make it easier for the bookkeeper to care for funds. Instead of using a separate voucher, the combined voucher and check can be used. The advantage of the combined voucher-check is that filing is made easier. One person can be made responsible for the bookkeeping and check writing. The smaller the school system, the less work there will be involved, and it will not place a hardship upon one teacher to have charge of all student-activity finances.

The combined voucher-check is useful in paying itinerant performers who have a percentage of receipts after some lecture or other event. The voucher can be made out and signed by the payee to indicate that he has been paid. The voucher remains with

the check until it is paid by the bank and returned to the activities account. With the separate voucher and a check signed by another person, payment is often delayed because of the necessity of reaching two persons.

Small bills present a difficulty with the voucher system. They can be cared for by three methods:

1. Allowing the bills to accumulate at one place until the amount is large enough to pay by check, which is undesirable because delay impairs credit.
2. Combining bills due to one organization or store by several school groups. This method has been used where groceries have been ordered from one store by two or more organizations.
3. Allowing some responsible person to pay the small bills, making payment in a single voucher to that person. This method is often used by play directors who have many small items to purchase for production of a play.

The voucher system provides a simple and efficient means of caring for school-activity funds at a minimum cost. It assures all who have responsibility in the care and use of funds that there will be ample evidence for money used, showing exactly what each expenditure was for and its amount; and it provides that all money paid into the account shall be properly recorded.

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DR. R. E. BERRY

California Federated Business Teachers Hold Annual Conference

THE seventh annual conference on business education, sponsored by the Federated Business Teachers' Association of California and the State Board of Education, was held at the Biltmore Hotel, Los Angeles, on March 18-19. The theme of the excellent and closely knit program was "Let's Face the Facts."

Chairman of the first general session was Dr. Ira Kibby, chief of the Bureau of Business Education of the state of California. After the Honorable Fletcher Bowron, mayor of Los Angeles, greeted the assembled educators, Dr. Edwin Lee spoke on "Profits and Losses." Dr. Lee, professor of education, Teachers College, Columbia University, expressed the conviction that "economic illiteracy, as exemplified by followers of 'will-o'-the-wisp' pension schemes, is to blame for many of the country's evils, which can be remedied to a large extent by well-trained business educators. . . . This economic illiteracy breaks out every now and then, as in the recent California 'ham-and-eggs' scheme, and scares thoughtful economists half to death."

Dr. Lee called attention to "the lack of research on the part of business educators, particularly in the field of job analysis; failure to put sufficient emphasis on consumer education; failure to differentiate between commercial and business education, and the disposition on the part of educators to

confuse 'general business' schooling and 'vocational training.'

Vierling Kersey, superintendent of Los Angeles schools, welcomed the visiting delegates and spoke of the co-operative-training program being conducted in Los Angeles between schools and employers.

Section meetings based on the theme "Facing the Facts" were conducted in the following subject-matter divisions:

Bookkeeping: Chairman, A. Ralph Brooding, Delano Joint Union High School.

Related Subjects (business arithmetic, law, business correspondence, economic geography): Chairman, E. M. Prescott, Ventura Junior College.

Typewriting: Chairman, Walker Ramsey, head, department of commerce, Theodore Roosevelt High School, Los Angeles.

Salesmanship and Advertising: Chairman, G. Dale Miller, Woodland High School.

Secretarial Subjects: Chairman, Miss Madeline Stout, Point Arena High School.

Distributive Education: Chairman, C. O. Broders, teacher co-ordinator, George-Deen Activities, Los Angeles.

Placement Problems: Chairman, Leonard Sims, Selma High School.

Ralph E. Bauer, president of the Association, presided at the Tuesday morning general meeting. The speaker was Howard Campion, assistant superintendent of schools, Los Angeles, whose subject was "An Edu-

cator Faces Facts" in relation to curriculum and job placement.

At the luncheon meeting on Tuesday, John Given, supervisor of commercial education in the Los Angeles city schools, presided over another interesting session. Dr. Hamden L. Forkner, chairman of the department of business education, Teachers College, Columbia University, spoke on the topic, "After the Facts—What?"

"If business, industry, and education don't help youth to solve its problems in the field of proper training and then job-finding," Dr. Forkner said, "they will seek other ways. Those 'other ways' may not prove pleasant for America in the future, because frustrated youth will be fertile soil for alien 'isms.' . . . Business education must not only educate our youth for work but assume the responsibility of placing the students in work."

The program committee, under the chairmanship of Miss Mary Ellen Dickison, of Hamilton High School, Los Angeles, deserves high praise for the careful planning and integration of the program.

Outgoing officers of the Association were as follows:

President: Ralph E. Bauer, Washington High School, Los Angeles.

Vice-President: William Clayton, Technical High School, Oakland.

Secretary: Mary R. Carver, Washington High School, Los Angeles.

Treasurer: Dr. Ralph E. Berry, Chaffey Junior College, Ontario.

Dr. Berry was re-elected treasurer. New officers for 1940-1941 are as follows:

President: Leonard D. Sims, Selma Union High School.

Vice-President: G. Dale Miller, Woodland High School.

Secretary: Ethel McCormack, Technical High School, Fresno.

Advance Announcement of N.E.A. Program

Mrs. North, Department president, promises outstanding speakers for Milwaukee convention, July 1-3

THE program for the convention of the N.E.A. Department of Business Education, while not yet entirely completed, is already so attractive that its announcement will assure a large attendance in Milwaukee during the three days of the convention — July 1 to 3.



LENYS ANN LAUGHTON
Director of Local Arrangements

Speakers at the general assembly on Monday, July 1, will be Dr. Hamden Forkner, of Teachers College, Columbia University, and K. B. Elliott, vice-president of the Studebaker Corporation. Dr. Forkner and Mr. Elliott will discuss the subject, "How Business and Business Education Can Collaborate for Better Business Training."

There will be salutations from the Honorable Julius P. Heil, Governor of Wisconsin; Dr. John Callahan, state superintendent of schools; Milwaukee's newly elected, youthful mayor, the Honorable Carl F. Seidler; and Dr. Milton C. Potter, Milwaukee's superintendent of schools. H. P. Guy, of the University of Kentucky, second vice-president of the Department, will respond to these greetings.

Following the general meeting, there will be section meetings devoted to typewriting, transcription, bookkeeping and accounting, consumer and social business, clerical skills, and salesmanship. The topic for each section is the same—"What We Do to Prepare Our Pupils to Obtain and Retain Positions in Business."

The program for Tuesday afternoon will consist of something unique in the way of convention programs. Four entirely different demonstrations will be in session, each running for one hour and each being re-

peated once so that everyone may have the opportunity of attending at least two complete demonstrations or parts of all four demonstrations. These demonstrations will not be the customary type with which we are familiar. The program chairman, however, refuses to divulge further details at this time.

Wednesday is an exceptionally full day. The annual luncheon will be followed by an "Information, Please" session modeled after the one that was so successfully conducted at the San Francisco convention last year under the leadership of last year's Department president, Joseph DeBrum.

Following this session, there will be a meeting in the form of a panel discussion in which ten speakers will bring before the group their greatest problem in business education. These problems will be discussed by the panel and from the floor.

Many Social Events Planned

A delightful boat ride on Lake Michigan has been planned for that evening. Dinner will be served on the boat.

Sunday evening, prior to the opening of the convention, the Milwaukee Commercial

Teachers Association will provide an entertainment for the members of the department. Miss Lynda Freitag, president of the club, is in charge of arrangements.

The headquarters for the convention will be the New Pfister Hotel. Reservations should be made immediately.

Inquiries regarding the program should be addressed to the publicity chairman, H. P. Guy, University of Kentucky, Lexington.

Miss Lenys Ann Laughton, of Milwaukee Vocational School, is director of local arrangements. Paul Carlson, director of commercial education, State Teachers College, Whitewater, Wisconsin, is chairman of an advisory committee whose function is to aid the local committees.

Department Officers

The officers of the Department are as follows:

President: Mrs. Frances Doub North, Western High School, Baltimore.

First Vice-President: Dr. Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana.

Second Vice-President: Hollis P. Guy, University of Kentucky, Lexington.

Secretary-Treasurer: Harold T. Hamlen, High School, Morristown, New Jersey.



A VIEW OF ONE OF MILWAUKEE'S ATTRACTIVE AVENUES

The Commercial Department And School Placement

H. M. ALLEN

Head of Commercial Department, Hartford (Wisconsin) High School

THIS article is written to give commercial teachers an idea of what we are doing in Hartford, Wisconsin, in the matter of direct employment of our high school graduates.

I do not mean to infer that commercial teachers do not try to place their students. On the contrary, I believe that commercial teachers are more zealous in their efforts to place their students than are the teachers in other departments. At the same time, I believe that commercial teachers should not restrict their efforts to their own departments but should let the whole high school have the benefit of their abilities and business connections.

Undoubtedly, the up-to-date commercial teacher has, and should have, more business contacts than any other teacher in the high school. Therefore, where this teacher is able to place one of his pupils as a stenographer, he has opportunities to place ten or more noncommercial high school graduates as well as many high school boys and girls in part-time work.

With this in mind, we have established in Hartford High School an employment bureau through which it is hoped to make the high school a place where all boys and girls can have the opportunity of getting the jobs for which they are qualified. This bureau is open to all the students in our high school, as well as to unemployed graduates of the high school. It offers all these persons an equal opportunity to obtain the jobs that open up from time to time.

Any job, of any kind, that businessmen, homeowners, or anyone in our town has to offer will be filled by students who can do the type of work wanted. I believe that our high school, as a whole, is offering a service to the community that formerly was offered

only by commercial teachers to commercial students and, usually, only to commercial graduates. Businessmen and others who know of and have used our service praise it so heartily that I feel justified in saying, "It's worth while in more ways than one."

The actual working of our employment bureau was started in the senior office-practice class as a project to teach filing, because filing is the basis of the entire project. Virtually all the work is done by the students under the teacher's supervision.

We decided, first, to design an application blank that the students could fill in and from which we could get needed information. The application blank adopted includes the name, address, class, grade in school, age, date of birth, telephone number, jobs for which applicant wishes to register, experience, recommendations, the school program, and time schedule outside of school. After the application blank is filled in by the student, we take off the necessary information and then file the blank for future reference.

Except for the application blank, the data for our files are handled on cards. The first of these cards is an information card, which is filed alphabetically under an eighty-division alphabetic file. This card contains the date of registration; the name and address of the applicant; his age; date of birth; telephone number; and I. Q., which is taken from our regular school records. The information card also gives a list of the types of work the student can do, general recommendations on the student, and his daily and school program. This card covers that part of the information given on the application blank which has to do with finding the student and the time he is free to work, as well as what he wishes to do.

The second record card that is filled out for each applicant is filed under a subject file. The applicant's name, address, age, and telephone number are also included on the card. This card also contains a brief record of the registrant's experience on a particular job, the recommendation he has received for his work on this particular job, and the recommendation made by the bureau when he was sent out to do the type of work called for. In the upper left-hand corner of this card, we list the job and then file the card in the subject file under the job name. One of these cards is made out for each student who registers for a particular job.

The third card is our own recommendation card; we send one of these with each student when he goes to work on any job. This card is to be filled out by the employer and returned to us. We use it as a means of finding out how each student has performed his work and what the employer thinks of the applicant's adaptability to the work and of his ability.

We ask the employer to give us a statement on the worker's appearance, his adaptability, and a classification for the work done—whether it was excellent, satisfactory, fair, or poor. We also ask the employer to state the amount paid for the work and the number of hours that the student worked. From this we hope in the near future to be able to set a minimum hourly wage rate for each type of job to which a student is sent.

To anyone interested in the layout of this employment bureau, detailed information will be sent at a nominal cost.

[EDITOR'S NOTE—Requests should be sent direct to the author, not to the B.E.W.]

National Clerical Ability Tests for 1940

Sponsored by the National Council of Business Education and the National Office Management Association. Will be given May 16, 17, 18. Vocational tests for bookkeeping, stenographic, typing, machine transcribing, filing, and machine calculating positions. For new bulletin about these tests address: Joint Committee on Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

THE International Commercial Schools Contest committee extends a most cordial invitation to all students interested in commerce to take part in the eighth annual contest program, which will be held at the Hotel Sherman, Chicago, Illinois, June 20-21. The committee likewise invites all teachers, educators, and former contestants to attend the program.

Many teachers will find it convenient to visit Chicago and attend the contest on their way to the N.E.A. convention in Milwaukee.

The Hotel Sherman has offered the reduced rates of \$2.50 for single rooms and \$1.00 per person for dormitory style, with five or more to a room.

The committee will be pleased to co-operate in any way possible. For further information address the contest manager, W. C. Maxwell, Hinsdale (Illinois) High School.

THE Asheville Teachers College, of North Carolina, will offer courses in business education for the first time, during the coming summer session, under the direction of William A. Richards. A permanent department of business education may be organized in the fall.



W. A. RICHARDS



FRANCES HUMPHREY

Mr. Richards holds a master's degree from the University of Louisiana. He was formerly principal of the Moransburg School, Maysville, Kentucky, and later installed a commerce department in the Augusta (Kentucky) High School. Since 1938 he has been head of the department of business education in the Greensboro (North Carolina) Senior High School. He is a contributor to the *BUSINESS EDUCATION WORLD*.

Assisting Mr. Richards in the summer school offerings at Asheville will be Frances Humphrey, head of the department of business, Parker High School, Greenville, South Carolina. Miss Humphrey is doing graduate work at the University of Kentucky. She contributed to the yearbook of the Southern Business Education Association in 1939.

Organizing Methods Courses In Office Machines

EDITOR'S NOTE—The instructor of office practice and office-machine operation in a western state recently made the following inquiries in connection with the organization of the methods courses that he is to give this summer.

With the thought that his letter and our reply would be interesting and helpful to other summer-session instructors, we are publishing the correspondence here.—*Albert Stern*.

DEAR MR. STERN:

I was delighted to receive your letter today and to know that you are willing to give me your advice in organizing my courses this summer. I have been following your recent articles in the *BUSINESS EDUCATION WORLD* with a great deal of interest; in fact, just today I received several copies to complete your series for my files on the ABC's of office machines. I'm sorry I didn't start earlier to save these valuable articles.

The situation, briefly, is as follows: One course will be called "Problems in Teaching Office Practice." This course is for teachers, primarily. The other course is to be called "Office Appliances," and will be a two-hour laboratory course in which teachers and others will learn to operate the machines available. I am chiefly concerned with the content and organization of the first-named course; although, of course, I should be delighted to have your suggestions for both.

The teachers' course will meet one hour each day for thirty days. I have not completed my proposed schedule as yet, but for the first four weeks I have scheduled lectures and discussions on the following topics:

Aims of Office Practice
Selection of Equipment
Methods of Teaching Office Practice (Rotary,
Integrated, etc.)
Office Practice Standards
Teaching Materials Available

Selecting Students for Office Practice Instruction

Arrangement of Classroom Trends in Teaching Office Practice

I thought it might be a good idea to invite the local agencies to let one of their representatives give a one-hour talk on the advantages of their equipment and its uses in business offices, and to demonstrate new models. What is your experience with this procedure? Is it a good idea?

I have written to all the major appliance manufacturers of office equipment for instruction booklets and other materials. They have been very co-operative, and my files are filled with material that should prove helpful.

I am also planning one or two field trips for the group—one to our own office-training laboratory and perhaps another to one of the larger downtown business offices. I am thinking seriously of having my students write their term papers on the organization and operation of some local business office. It is my opinion that teachers do not visit business houses often enough, and the plan I have in mind would give them the opportunity to do so and to earn college credit at the same time. What has been your experience with this procedure, and what do you think of it?

I know you have taught many teacher groups, and so perhaps you have some course outlines that you would be willing to send me. I am eager to select problems that are really important, the discussion of which would prove helpful to teachers of office practice. I don't suppose there is a textbook available on the subject; at any rate, I have never heard of one. I imagine most of our reading would have to be from comparatively recent issues of business magazines. If you can suggest a suitable bibliography, that would be a great help.

Thank you again for your kind offer to help. I shall appreciate any suggestions you may have to offer concerning the content and organization of these courses.

Mr. Stern's Reply

IN the methods course that you are to give this summer you list eight topics for lectures and discussions, and I presume the periods not devoted to these lectures and discussions will be given over to a series of company demonstrations and field trips.

May I first make these general suggestions? Would it not be a good idea to have a definite tie-up between your laboratory lessons and the methods lessons? At the College of the City of New York, I have been pursuing the practice of first presenting a lesson; then, after the students have completed the work in the laboratory, we discuss the method of giving the lesson that I followed in my first presentation. The home assignment consists of the preparation of the lesson itself.

In other words, my practice is to have my lesson serve as a model and as a basis of discussion. After the lesson is completed, we work out a general outline, which includes the worth-while ideas of the class. The students follow this outline in their home preparation of a lesson on that topic.

This procedure has several advantages. First, I have to prepare the lesson so as to be sure of following a definite procedure, knowing that my instruction will be carefully analyzed as I go along. Furthermore, I feel that the best way of teaching methods is through the observation of the lesson itself.

In the *Journal of Business Education*, during the last six or seven years, there have appeared a number of articles along the lines you covered in your list of topics. Some of these articles were written by Peter Agnew, of New York University, and some were written by me. You may wish to review them also.

You mention the idea of having the local representatives of various office-machine companies give demonstrations. This is a very good idea, though it presents certain problems. It would be well, I believe, for

you to meet with the company representative in advance and outline with him and for him just what you want him to do in the assigned time. Also, it would be well for you to select from the company's advertising material what will be of most value to your students. After this material has been discussed in class, it could be placed in the students' portfolios. In this way, the demonstrations and discussions are organized and made a part of your general instruction plan.

It may be possible to follow the same procedure in your field trips to business offices; that is, the field trips could be tied up with the company representative's demonstrations and discussions of machines. By this I mean that the representative could tell you in what business office the particular machines he is discussing are being used. Possibly you and he could visit the company's office or plant in advance of the field trip in order to go over the details of the installation. You could then prepare an outline for the class on the particular machine to be observed in operation so that the students will know what they are looking for and what they are looking at. Without such preliminary arrangements and preparations, field trips are apt to be inconclusive and unsatisfactory.

If, after reading this letter, you would like to continue the correspondence, please feel free to do so.

O. R. WESSELS has joined the faculty of Iowa State Teachers College, Cedar Falls, as a member of the staff of Dr. Lloyd V. Douglas, head of the department of commercial education.

Mr. Wessels, who holds degrees from Iowa State Teachers College and the State University of Iowa and has done further graduate work at the University of Chicago, was formerly head of the commercial department of Thomas Jefferson High School at Council Bluffs, Iowa. He is an active member of the N.C.T.F. and of other professional organizations and is the author of a monograph.

His chief professional interests are office practice, shorthand, typewriting, and distributive education.

Significant Events in Education

Excerpts from Edpress News Letter, issued by
the Educational Press Association of America

Legislation

Tenure Legislation in 1939. In at least 23 states, 1939 legislators considered bills dealing with tenure of teachers. Six new tenure laws were passed, and previous tenure measures were amended in five states. Tenure bills were lost in Connecticut, Illinois, Michigan, North Dakota, Ohio, Oklahoma, Oregon, Tennessee, Texas, Utah, and Washington. Attempts to break down existing tenure conditions were defeated in California, Michigan, New York, and Wisconsin. Further information is contained in a mimeographed statement recently issued by the Research Division of the National Education Association.

Retirement Legislation in 1939. During the 1939 sessions of state legislatures, more than thirty bills were considered in the field of teacher retirement. Several of these were state-wide teacher-retirement bills introduced in states where no retirement system has existed heretofore. The Wyoming bill was passed but was vetoed by the governor. Bills introduced in Arizona, Delaware, Idaho, Iowa, Missouri, Nebraska, North Carolina, Oklahoma, Oregon, and Tennessee were defeated. Further information is contained in a mimeographed statement recently issued by the Research Division of the National Education Association.

Educational Grants

Educational Foundation Releases Money. The General Education Board has granted funds affecting some of the country's most notable projects. Approximately three quarters of a million dollars was released to the American Council on Education and its subsidiaries and affiliated organizations for use in from one to four years. Among other grants announced was \$240,000 to the American Youth Commission. The sum of \$25,000 was granted to the American Association of Junior Colleges for the first year of a hoped-for project of four years, to explore junior-college curriculums and related subjects.

Quotations

Aubrey Williams, director of the National Youth Administration: "People have got to make up their minds to quit griping about paying the bill for education. To my mind, it's one of the best investments society can make. It is a choice between democracy or gangsterism such as Fascism or Nazism."

Clyde M. Hill, director of Yale University Graduate School's Department of Education: "Women school teachers are too 'school teacherish' and need more glamour. They should study more the fine art of feminine witchery. No, I

don't mean witchery exactly. Let's say the fine art of feminine fascination."

Mrs. Franklin D. Roosevelt: "It is true that some great men succeeded without schooling, but most of them somewhere along the line came in contact with a great teacher who pointed out the way whereby they might educate themselves. In many places we are giving little thought to the development of great teachers today. We think more about curtailing their salaries than we do about improving their qualifications."

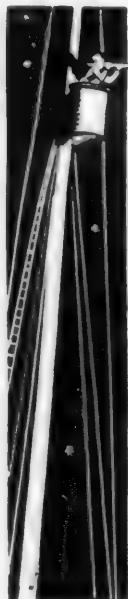
A. D. Holt, of "The Tennessee Teacher": "It is conservatively estimated that if a teacher attends all the meetings he should, he will be subjected to around 700 speeches per year or approximately two per day. Of the educational speeches, approximately 90 per cent will cover points we have previously heard discussed from one to 1,000 times, and each will abound in such highfalutin educational terms as 'democratize,' 'socialize,' 'motivate,' 'correlate,' 'integrate,' and 'activate.' One skeptic has boasted that he could hear the subject of an educational address, fall to sleep immediately, wake up at the conclusion, and summarize the speaker's remarks with no more than 1 per cent of error . . . but . . . a change . . . has occurred during recent years in the type of programs provided at our teachers' conventions."

Dean George D. Stoddard, University of Iowa: "Many teachers are so emotionally impoverished themselves they are not reliable guides for children along emotional pathways. They have become so used to the boredom of the average classroom, they have even learned to like it."

U. S. Commissioner of Education John W. Studebaker: "We must find the way to keep both the teachers and the soldiers at their posts. Military defense must be paid for through sacrifice, but not through the sacrifice of the very thing we seek to defend."

Harry W. Langworthy, superintendent of schools, Gloversville, New York: "About 1900, in the University of Iowa, a teacher took a hen into the class; and, while this was an innovation, it was simply a hen. About 1910 this hen had become a 'problem.' About 1915 it had become a 'project.' About 1919 this hen was a 'unit of work.' Around 1925 it was an 'activity.' In 1930 it became the basis of 'an integrated program.' And lo! in 1936 this poor hen had become a 'frame of reference'."

President James B. Conant, Harvard University: "The ideals expressed by Thomas Jefferson 150 years ago have never died in this country. The chief of these is that inheritance and social position must never determine educational opportunities."



on the Lookout

ARCHIBALD
ALAN
BOWLE



This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

THIS month I've been on the lookout for printed matter published by manufacturers of office machines—printed matter that is really worth while, that will aid you in your work, and that will set you right on the road to efficient handling of these machines. Here is some of the material I've come across. Take advantage of the generous offers now.

46 If you are using office machines—or if you are not and would like to get an idea of how effective a course you could build with them—let me know at once, because the Burroughs Adding Machine Company has prepared *Instruction Projects in Office Machines*; and I'd like you to have a copy. It's planned for use in high schools; junior colleges; technical, trade, and vocational schools; private business schools; universities; etc. Fill in the coupon below and I'll do the rest.

.....
A. A. Bowle May, 1940
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:
46, 47, 48, 49, 50, 51, 52

Name

Address

47 So it's filing you're interested in. Remington Rand has a new booklet that summarizes the experience of many schools offering courses in this subject. It's yours for the asking. The coupon below will bring it to you.

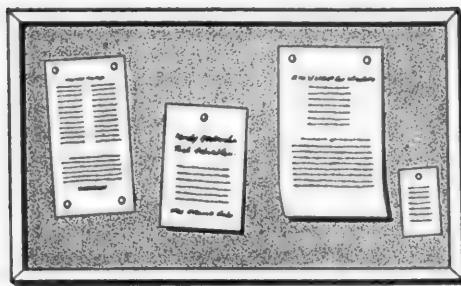
48 The Ditto folks are willing to arrange a Ditto demonstration. Also, they're offering a monograph, *Copies, Their Place in Business*. Wouldn't you like a copy? Just ask me by sending the coupon properly encircled.

49 One of the first duties that the office girl or office boy is given is handling the mail; so they should be familiar with such office equipment as the Standard Pelouze Postal Scale. It's a good item, too, for the secretarial classroom, for frequently the secretary is called upon to send out mail. If she is familiar with this scale, she'll be sure of affixing the correct amount of postage.

50 Handi-blot desk blotter is streamlined in design, blots with one stroke, does not move the paper or smudge the writing, is easily refillable, and is available in five colors. Forty layers of blotting paper, in a bakelite holder, roll across the paper—and the ink is dried.

51 *Precise* is the name under which the American Photo Laboratories has introduced a new kind of trimming board. It is made in four useful sizes, is fitted with a keen blade, and is equipped with adjustable paper guides that are so accurate as to permit the user to trim to any size without the necessity of setting pins or dowels in the board. Just set the guides. Two rulers are used to facilitate all adjustments, and the steel blade is properly ground to insure a keen cutting edge.

52 The Rite-Line Corporation announces a new and improved 20-inch extension eye guide for use with the standard Rite-Line copyholder. With the new guide, wide accounting forms and sheets are supported across their entire width, thus greatly improving copying facility.



The B.E.W. Bulletin Board

A MONTHLY SERVICE

RECENTLY I saw that delightful fantasy "The Blue Bird," and I thought how the lesson behind the story might easily apply to all of us. You will remember the story—finding close at hand the happiness sought in vain elsewhere. "Acres of Diamonds" tells the same story.

When we get down to so prosaic a subject as bulletin boards, perhaps we shall find the same principle applying. Right among our own students, in our own school, we may find the talent we are seeking; and, from local businessmen, we may receive the help we need to make effective displays that will be of real practical value to all who see them—students, members of the faculty, visiting parents, and others.

In my own office, for example, I have an Honor Roll and a circular, the one displaying, the other announcing, the certificates and awards offered by this magazine in connection with its Project Service.

Most of you have received the circular; and, if your students have qualified on any of the projects, you should have the Honor Roll. Mounted on your bulletin board, it will prove a valuable incentive.

One of the Honor Rolls is pictured here (Figure 4).

Sister M. Delia Louise, Convent of the Holy Names of Jesus and Mary, St. Lambert

(Chambly), Province of Quebec, Canada, has sent us some interesting pictures of an exhibit worked out by the students in her school. Here's an example of finding "acres of diamonds" right at one's front door.

Figure 1 shows the Honorable Mention banners won by the school, with the data on each year's entry; posters above the blackboard illustrating the "Value and Application of Shorthand" to (1) personal use, by radio; (2) courtroom, showing a reporter at work; (3) college room, showing the students reporting the professor's lecture; and, on the board, the "gold pins" won by the students.

Booklets containing specimens of the pupils' typing are mounted along the blackboard molding. On the tables at each side of the blackboard, the pupils' achievement records can be seen.

Figures 2 and 3 show typed pictures of eminent persons. The books used in the commercial department are displayed on a table at the left of the platform. On a table at the right of the platform is shown a letter in shorthand, with the partly finished transcript in the typewriter.

On each side of the blackboard, the students' typing budgets can be seen. In the center, a Commercial Hall of Fame is shown. Below this, there is a shorthand picture of the Convent, surrounded by pictures of former pupils, with their names and addresses and the name of the firm where each is employed, together with other pertinent data.

The classroom itself was transformed into a typical business office, with desk and chair for the chief executive, a secretary's desk, a typewriter, a file, and a mailing desk. The students succeeded very well in their intent to impress the visitors with the practical side, as well as the ornamental side, of their work.

A display, such as this, might well inspire the question, "After high school—what?" Mr. Herbert T. Henderson, director of business education, Easton, Pennsylvania, gives us a splendid answer in his article, which appears on page 815.



FIG. 1

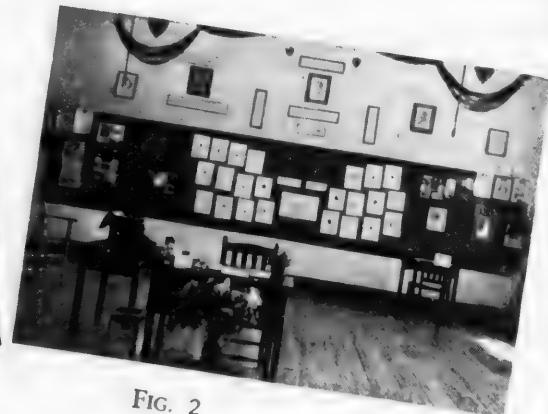


FIG. 2



FIG. 3

A LIBRARY

GUIDANCE BOARD

THE BUSINESS EDUCATION WORLD HONOR ROLL

The students listed below have been awarded Certificates of Achievement in

Business Leadership

In recognition of their ability to solve a series of practical projects
in a nation-wide service conducted by The Business Education World

Student	Certificates of Achievement Awarded	
	Junior	Senior
ROBERT FEACHAM		
CATHERINE F. CONNELL		
VANZETTY MARY COLLINS		
HAROLD GANTZKE		
ROBERT JOSEPH LEE		
MARION HULLATT		

FIG. 4

CONFERENCE APPOINTMENT

Name	Last Name First	Date	
1. In what occupations are you most interested?			
1.	2.	3.	
CLASS.....			
2. Would you like to have more information about any occupation? Which one?			
1.	2.	3.	
3. Are you undecided about which vocation you wish to follow?			
4. Would you like to talk with Dr. Howe, Mr. Johnson, or Mr. Henderson about your choice of a vocation, or about any other questions connected with it?			
5. If there is some other reason why you would like such an interview very soon, write "soon" and add to this question. Otherwise leave the space blank.			
6. Put a circle around one of the following Points that you have from:			
Men.....	1, 2, 3, 4, 5, 6, 7	Then.....	1, 2, 3, 4, 5, 6, 7
Women.....	1, 2, 3, 4, 5, 6, 7	For.....	1, 2, 3, 4, 5, 6, 7
Work.....	1, 2, 3, 4, 5, 6, 7		

FIG. 5

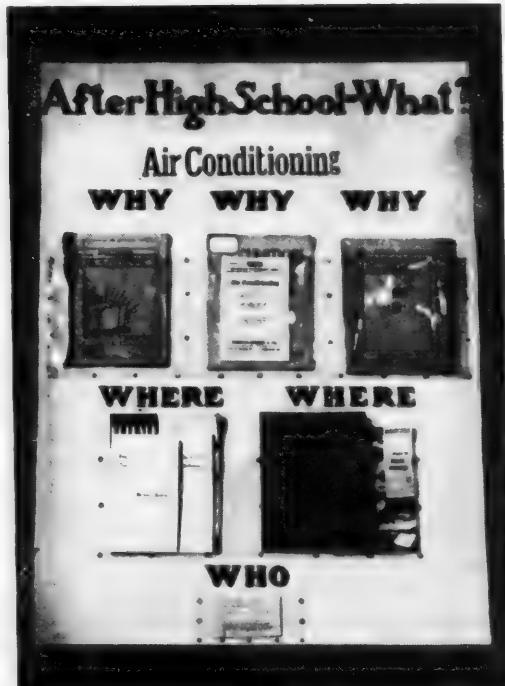


FIG. 6

A Library Guidance Board

HERBERT T. HENDERSON

THE guidance program of the Easton public schools has five phases. The first four—guidance in studying and selecting an occupation, training, placement, and follow-up—are now active functions of the junior and senior high schools. The fifth phase—rehabilitation and retraining of workers—is undergoing careful study and consideration.

Workers in the field of guidance are agreed as to the importance of the first phase of a well-rounded guidance program. It is then that all available educational and vocational information should be placed before the student. Many schools have gone to much trouble and expense in gathering such material and in properly cataloguing the information. Students, however, have often failed to benefit fully by this information, either from personal indifference or because of the failure of the school to publicize the material properly.

In an attempt to increase student interest in the wide variety of educational and vocational information available through our guidance service, we have constructed a guidance board and have placed it in a prominent place in the library. The board measures 39 inches by 49 inches, is trimmed in red, and has an ivory background. Each week a selected vocation is featured on the board. The three pockets at the top of the board (see Figure 6) usually contain four or five monographs on the particular vocation chosen for discussion. These occupational digests are selected from several series that have won national recognition.

The pockets on the second row contain college, university, or trade-school bulletins received from institutions where the particular type of training is offered.

The bottom row of pockets contains blank conference cards (Figure 5). A student interested in obtaining information on some particular vocation signs one of these cards and also indicates thereon his problems and his free study period. The card is then placed in the counselor's mailbox. This procedure enables the counselor to prepare adequately for the conference and creates

little or no friction in the school routine.

A special bulletin dealing with the particular vocation under consideration is prepared each week. One of these occupational briefs is posted in each home room for use during the regular vocational guidance periods.

The weekly high school newspaper carries a brief article announcing the vocational subject next to be discussed. This same announcement is also carried on the weekly educational page of the local newspapers.

The purpose of the guidance board is to call the students' attention to vocational opportunities open to them and show them how they may seek aid and advice from the guidance bureau. It is used to supplement the first phase of occupational adjustment—guidance in studying and selecting an occupation—which is actively carried on through regularly scheduled conference periods for all students.



SCRIBBLING

(Submitted by G. L. Aplin)

Do you take a trip to the back of the room occasionally just to see how work on the blackboard looks to the boy in the back seat? Do it—you may get an awful shock.

Commercial Clubs

Reports from the Firing Line!

MANY of your letters express a desire to know what other commercial clubs have done; so this month we are going to tell you about some of the activities that have come to our attention. We hope you will find in these reports an idea or two that you can develop in your own club.

The Gregg Shorthand Club of the Dwight Morrow High School, Englewood, New Jersey, has been active for fifteen years, says Mrs. Audrey Clark Keen, who has had the club under her wing for several years. Although the club actively encourages the members to put forth their best efforts in their commercial work by awarding a gift of \$10 to the senior who has the highest standing in shorthand for the two years of the shorthand course, its main purpose is social service and good fellowship!

Monthly business and social meetings are held. Sometimes a formal program is given; at other times, dancing or games hold sway. Outside speakers and faculty members are invited as guest speakers. The pupil who invites the speaker acts as host or hostess and assumes the responsibility of the necessary introductions.

Through the years the Club has given parties and dances, attended theaters, taken boat trips, and has participated in many other social activities. The Club subscribes to two magazines each year for the school library. Donations of money are made to the American Red Cross, and the Club tries to lend a helping hand whenever it can be of service. For example, gifts of clothing, toys, and money have been made to a southern mountain school, as well as a gift of money to the Leonard Wood Memorial. Scrapbooks have been prepared for the children in Bergen Pines Hospital. Last Christmas, girl members bought and dressed more than fifty dolls, which were distributed on Christmas Eve through the out-nursing service of Englewood Hospital.

The Club has very recently begun publication of a mimeographed magazine. We

quote the following typical comments from former members of the Club:

You will find that the members of the Short-hand Club are just like the people to be found in any business office; therefore, the ability to establish a feeling of good will among fellow members will later enable you to do the same among your fellow workers.

The Shorthand Club through its social and educational activities can develop a responsibility that makes for satisfaction after graduation.

When former members who are now in business feel that way about the Club, you can be assured of its effectiveness.

• • In 1914, Marion (Indiana) High School established a commercial club, which was after a time disbanded. The club has been revived this year under the guidance of Miss Pauline Lynch, instructor. From a recent report of its activities we learn that the "Gregg Pen-Pushers Club" began its first meeting with a talk on the "History of Shorthand," followed by another on the "History of Gregg Shorthand," and by a third on the "History of the First Shorthand Club."

A unique feature of this club is that it has no president or vice-president. Instead, each week, a leader is chosen whose duty it is to invite the guest speaker and also act as presiding officer at the meeting. This gives a great many members an opportunity to assume the high office and gain valuable experience in leadership. The club proposes to have addresses on various topics, such as personality, dress, music, poise, culture, daily office routine, business administration, topics that are interesting and helpful to young people who desire to succeed in business.

Membership is not limited to advanced students, but stenographers and others with a knowledge of shorthand, whose experience would be of benefit to aspiring young students, are encouraged to join.

Meetings are held in the shorthand room every Tuesday from 3:35 to 4:45. Although dues are not collected, a penalty of 10 cents is charged for each time a member fails to attend a meeting.

• • The Central Commercial Club, organized in 1927, is one of the largest and

most active extracurricular groups in the oldest and second largest high school in the Nation's Capital.



Although boys are encouraged to participate in its activities, the accompanying photograph shows that girls predominate. "Anyone may belong who is interested in commercial subjects," the constitution states. Usually there are fifty members in attendance at the meetings, which are held on Thursdays. Funds for conducting the club are derived from dues, which amount to 25 cents a membership. Among the club activities are a luncheon to club seniors each semester, presentation to the school library each year of a book on vocational guidance, and a subscription to the school weekly paper.

The general purpose of the club, as stated in its constitution, is to familiarize the members with business procedures and to give the membership opportunities for leadership and guidance.

Business meetings alternate weekly with trips, demonstrations, or speeches. For more than eleven years, a Club Scrapbook has been kept. From it we have culled the following headlines, which give a vivid picture of the activities of the club:

Sponsors a Business-Poster Contest.
Visits Western Union.
Tours U.S. Bureau of Engraving.
Gives a Christmas Party.
Visits Bell Telephone Company.
Takes Trip Through *National Geographic* offices.
Presents a Style Show, Featuring Business Dress.
Gives an Assembly Play, "Diogenes Looks for a Secretary."
Visits Corby's Bakery.
Tours Credit Office of Kann's Department Store.
Visits Stock Exchange.

Listens to a Talk by the Personnel Director of the Hecht Company.
Sees Palace Laundry in Operation.
Tours Lewis Hotel Training School.
Learns About Newspapers at the *Evening Star* Plant.

Visits a Transfer Company Office.
Sees Bank Employees at Work.
Goes to Acacia Life Insurance Office.
Listens to Talk by Representative of the D. C. Employment Center.
Hears About Life Insurance from Woman Agent.
Entertains a Speaker from the Better Business Bureau.
Members Review Interesting Library Books on Job Getting.

The Club, directed by the customary group of officers, considers that its success really hinges on the initiative of the program manager.

The publicity manager sees that a school-paper reporter is present at each meeting. The fact that the Club subscribes to the school weekly makes a clipping record easy to keep.

The election of different officers each year is encouraged so as to give as many students as possible an opportunity to act in a leadership capacity.

The report, submitted by Miss Lois Yeck Green, adviser, concludes with a statement that reading about the activities of other clubs has been an inspiration to the members of the Central Commercial Club. We hope that an outline of the work done by the Commercial Club at the Central High School may be of help to you.

• • • *A Play.* Duplicated copies of a three-act play, "Attention: Mr. Jackson," may be obtained for 15 cents a copy; and the play may be produced without royalty. Co-authors are Rufus Stickney, of the Boston Clerical School, and T. U. Fretheim, office manager of the New England office of the Hardware Mutual Casualty Company. The play was written especially for the New England Chapter of the National Office Management Association, and was produced by that chapter. The authors have written with a professional skill that insures the play great success.

Order copies directly from Rufus Stickney, Boston Clerical School, Warren and Montrose Streets, Roxbury, Massachusetts.

Motion Pictures FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



THE New Jersey College of Commerce, in Atlantic City, has been using the silent motion picture in the teaching of typewriting and has built up exceptional student interest. During the past few months silent motion pictures in slow, normal, and fast motions have been taken of each of its typing students. These pictures have been projected on the screen so that the student may see himself at work and so that the typewriting teacher may explain improvement developments. H. R. Wilfond, director of the College, has the following to say about the project:

Prior to developing this motion-picture project, I had observed the questioning look on the student's face when the typewriting teacher criticized his position at the machine.

This lack of co-operation between teacher and student prompted the idea of filming the student in action at the typewriter.

The pictures are flashed on the screen as the typewriting teacher explains to the student the good points of his work and suggests beneficial corrections that will increase his efficiency. The film is shown as often as necessary until the student clearly understands what improvements should be made. Pictures of group drills show up those "out of step," with the result that poorer students actually ask for extra typing assistance after school hours.

Many schools own 16mm. silent and sound motion-picture projectors, and some also own motion-picture cameras. If the necessary equipment is available in the school, the typing teacher would no doubt be able to contrive some way to finance the buying of the motion-picture film. It should not be difficult to obtain the assistance of the

director of visual education or some other teacher who has had experience in taking silent motion pictures. If it is not possible to photograph all students, an effort could be made to take pictures of the slow problem students.

If other typewriting teachers have used this visual method with success or are planning such a program, we shall appreciate their writing us about it.

For Senior-Problems Classes

William F. Elder, senior-problem instructor at the McClymond High School, Oakland, California, has recently prepared a list of visual materials under the title 'Recommended Visual Material Available for Senior-Problems Classes.' The visual materials listed are primarily of a vocational, consumer, or social-science nature. A special course has been introduced in the Oakland high schools known as the Senior Problems Course. A complete description of the course is given on page 735 of this issue of the BEW. The six-page mimeographed bulletin contains a list of 16mm. silent and sound motion pictures, lantern slides, and film slides suitable for such a course. These visual aids may be obtained from the Oakland Visual Library and from outside sources. Any teacher desiring a copy of the list should write to Spencer D. Benbow, Co-ordinator of Placement, Oakland Public Schools, 1025 Second Avenue, Oakland, California.

THE DENVER AND RIO GRANDE WESTERN RAILROAD COMPANY, V. A. Farrell, General Agent, Passenger Department Room 1402, 500 Fifth Ave., New York.

Thru the Rockies by Rail. 16mm. sound motion picture, narrated by Alois Havrilla, free loan, time 43 minutes. Also available in silent version with script. Covers a trip from Denver to Salt Lake City via Colorado Springs, the Pikes Peak region, and the Royal Gorge, with return via the Moffat Tunnel Scenic Shortcut along the Colorado River.

Magic Beneath The Clouds. 16mm. sound motion picture, narrated by Don Wilson, free loan, time 32 minutes. Covers very completely the scenic attractions of the Pikes Peak region in Colorado and includes a trip to the summit of Pikes Peak.

"Policy Groups" for Education

SHERMAN W. KENNEDY

High School, Mexico, New York

GET all the facts, and then consider them with an open mind."¹ This is the philosophy of management expounded by Alfred P. Sloan, Jr., of gigantic General Motors Corporation. Its value as a practical procedure is evidenced by the earnings of this enormous enterprise—the second largest corporation in the United States. Led by Mr. Sloan, this company has come through the depression without a loss or omitting a single dividend.

What secret is hidden in that rather trite sentence of Mr. Sloan's? How can such a huge, presumably inflexible manufacturing company, employing 260,000 persons, manipulate itself through all the vicissitudes of a depression and yet consistently make money? What meaning can we business educators perceive from this philosophy? Perhaps, first, an elaboration of the statement is in order.

Mr. Sloan has organized a Policy Committee, which represents the Board of Directors. This committee has at least one of its members on each of several Policy Groups—Distribution, Engineering, Manufacturing, Public Relations, Labor Relationships, Overseas Operations, etc. These groups "review all executive plans that call for fresh capital outlay or major changes in design."² The emphasis is repeatedly placed upon facts, facts, and more facts—all impersonally studied as guides to future production. Price levels are studied, both of the country at large and of individual commodities. The number of cars in dealers' showrooms, inventories, and the demand for cars and preferences as expressed by the purchasing public all have their meaning. This is Mr. Sloan's basic contribution to large industrial management. His function is to see that each of these groups is studying *all* the facts available.

Business education can profitably follow this plan. We can use Policy Groups in our commercial departments to "review all executive plans that call for fresh capital outlay or major changes in design [program]."

The Board of Education is the Policy Committee that represents the stockholders or members of the community. A member of the Board should be an active member of the Policy Group in charge of the commercial department in each school system. This group should be supplied with the facts applicable to the pending change.

Let us assume a Policy Group in School X, composed of a Board member, an administrative representative, the head of the commercial department, and perhaps an employer. This group is trying to decide whether or not to give vocational shorthand as a postgraduate course, as has been recommended recently.

Information should be at hand showing the enrollment for several years in shorthand; the number of students who obtained jobs at graduation, within one year, and within two years; the age of those who obtained jobs; and a cross-section opinion of typical local employer opinion and experience, employment-bureau experience, and a cross-section of the graduates' views of their own experiences. By reiterating that our primary aim is the best development of the individual in school, plus an unbiased and impersonal examination of the facts, we can, no doubt, make a wise and satisfactory decision.

The foregoing is a sample solution of a problem. Many times situations arise within the department that can be settled in like manner. Mr. Sloan says that "management is no longer a matter of taking orders, but of taking council."³ He, as the leader, lays all the facts on the table, and all persons involved contribute their inter-

¹ *Fortune*, April, 1938, page 114.

² *Ibid.*, page 76.

³ *Ibid.*, page 112.

pretations until all are agreed upon the correct procedure in that circumstance.

The prosperity following the long depression has relaxed until we are at present in a recession. People are out of work, and the usual distress over taxes is apparent. We need to "sell" our work to the community. Are we worth our keep? If so, perhaps a Policy Group on Public Relations can be of service. Just what are people saying against us? Is it general or specific? Is some of it justified? What do the people want to know about the schools, about departments, etc.?

One researcher suggests that administrators are overemphasizing "fads and frills" without properly informing the public of what the school courses consist, how they are taught to the pupils, what results are achieved, and what is being done for the physical welfare of the children.⁴

The fields of curriculum construction and publicity have been shown to be amenable to this Policy Group method. Course content could also be studied advantageously. Introduction to Business has proved to be enormously popular since its inception a few short years ago. Lately we have noticed the addition of such courses in the senior year of school, using, of course, a broader and deeper point of view and content. Are we giving the subject matter that will be most pertinent to the pupils' lives, or are we guessing? This technique would enable us to find out.

These are three examples of ways in which the Policy Group method might be applied to business education. It has often been said that education should not pattern itself after business, because the aims and motives are different. Notwithstanding this admonition, there is a real value in this method. It would eliminate the procedure all too common in our school systems today: the handing down of arbitrary decisions after incomplete consideration of facts upon which decisions should be based.

⁴ Belmont Mercer Farley, *What to Tell the People About Public Schools*, Teachers Contribution to Education No. 355. Bureau of Publications, Teachers College, Columbia University, New York, 1932.

THE 1940 convention of the Pacific Northwest Business Schools Association will be held next month in Walla Walla, Washington.

E. Clark Campbell, manager of the Walla Walla Business College and president of the Association, will be the host for the convention.

Harvey J. Thomas, manager of the Olympia (Washington) Secretarial School, has been secretary-treasurer of the Association since June, 1938.

E. CLARK CAMPBELL

This organization, made up of the leading business schools of the Pacific Northwest states, works for closer fellowship among private business-school administrators and teachers, wholehearted co-operation with public schools, higher standards of business education, and the elimination of practices that might lower the reputation or effectiveness of private business schools.

President Campbell is a firm believer that private business schools should eliminate the so-called short, short courses and give nothing less than a complete, well-rounded business education.

THE forty-second annual session of the Inland Empire Association was held in Spokane, Washington, April 3, 4, and 5. This association embraces the states of Montana, Washington, Oregon, and Idaho.



DEAN S. THORNTON

Dean S. Thornton, head of the commercial department of the Lewiston (Idaho) Senior High School, was chairman of the commercial section, and C. W. Middleton, of the Lewis and Clark High School, Spokane, was secretary. This section held a luncheon and meeting on Thursday, April 4. The speakers at the section were Eric A. Johnston, president, Brown-Johnston Company, Spokane; and Louis A. Leslie, of the Gregg Publishing Company, New York City. The attendance broke all previous records.

Blaine Crawford of the Spirit Lake (Idaho) High School was elected chairman for the ensuing year.

Art in the Commercial Subjects

VIOLETTE I. DONLAN

Jackson High School, Lincoln, Nebraska

ART in the commercial subjects? Art is everywhere—in the things we do, in the thoughts we think, in our manner of dress, in the tone of our voice—everywhere there is hidden some form of beauty, waiting only for us to seek it out, to appreciate it and enjoy it.

But, you ask, where in the commercial subjects do you find any beauty or art? Take shorthand, for example. Picture, if you will, the dexterity and rhythm with which the young artist molds his circles and curves into smooth, graceful outlines; the beautiful thoughts, brilliant ideas, friendly letter chats, and scholarly discourses that find their way quickly from great minds to the artist's pen through the medium of shorthand. If reading is an art, then so is the reading of shorthand, for as one reads it he comes to appreciate not only the grace and beauty of the outlines but also the valuable content of the material at hand as it helps to develop a broad vocabulary and build character and personality.

—And typewriting! Every piece of typewritten work reflects artistic judgment or lack of it in the operator. Even a page of straight copy is welcome to the eye if it is properly placed on the page, if the spacing effects readability, and if the stroking gives the material a rich, even black. Think of the business letters that roll out of the thousands of typewriters daily, making introductions, impressions, and friendships, and doing "big business" in general. Letters must speak. How they speak depends upon the ability and artistic sense of the writer and typist.

In our school we find that typewriting plays an important role in the classroom, but an even more important one in the office where its fundamentals are applied: in the school newspaper, with its six hundred readers; in the yearbook—the climax of the year's activities; in the meetings we attend;

in the invitations we issue; in the programs we follow; in the banquet menus we enjoy; mimeographed novelties, posters, tickets, and advertising. Typewriting plays a practical but artistic part in every phase of the school program.

Bookkeeping would appear to be nothing but a collection of miscellaneous figures scattered promiscuously here and there were it not for the art of ruling and the correct placement of figures and words. Red and black single and double lines, proper spacing, and legible penmanship make for beauty and ease of interpretation of material that otherwise would be not only colorless but meaningless as well. Line and color, then, add considerably to the worth and enjoyment of bookkeeping.

Of commercial law you may ask, "What's in a simple contract?" The answer will be "Simplicity," and simplicity is beauty. Even a contract, simple as it may be, possesses a background that is interesting and colorful. Because Jackson High School is situated near the Capitol in Lincoln, Nebraska, our commercial-law students are privileged to visit sessions of the Unicameral Legislature and study firsthand some of the principles of law as well as the art and architecture of one of the nation's most magnificent buildings.

In the law college of the University of Nebraska, at Lincoln, these people are privileged to visit the law library and to talk with professors and budding attorneys. They are shown genuine ancient Babylonian tablets containing contracts for animals and provisions—original contracts inscribed on clay and written in the Sumerian dialect of early Babylonia. These tablets, found by Mesopotamian Arabs, from whom they were obtained during a somewhat recent exploration in Babylonia, take us back to about 2400 B. C. and mark the beginning of our present "simple contract." Experiences such as these, and visiting tours through other civic and

state institutions, furnish a priceless background to America's future citizens.

The art of composing letters is studied in the office-practice course, where may be found a veritable office providing practical situations for potential secretaries and executives. In this classroom-office are attractive bulletin boards and a long reading table covered with books, magazines, newspapers, scrapbooks, and pamphlets. Instructions are given to the classes through well-typed guide sheets or blackboard work in pleasant arrangement with good penmanship and the use of yellow chalk. There, too, are streamlined office machines with modern devices and convenient as well as attractive accessories.

In this modern and practical setup the efficient stenographer learns to save time through the interpretation of color. The red typewriter ribbon underscores for emphasis and makes labels for filing. Blue, yellow, and green stationery have specific uses. Blue may represent the extra copy, green may go to the department head, and yellow may remain in the files. The hidden meanings in red and blue crayon save time while checking all kinds of records. Index cards in assorted colors and gay memorandum pads sys-

tematically keep track of the various details.

In the study of economic geography, business English, junior business training, retail selling, and advertising we find ample opportunity to see and appreciate art. The study of words looking toward the building of various vocabularies can be made exceedingly interesting. All kinds of letters are studied through personal, or at least familiar, experiences. Climate, soil, vegetation, travel, and transportation offer a wealth of opportunity for the study and appreciation of the artistic. Attractive layouts and effective copy are produced and studied with the aid of such agencies as books, magazines, newspapers, and radio. Window displays, flower arrangements, films, projects, scrapbooks, and exhibits of all kinds help to round out the training through the development of appreciation, judgment, and taste.

Discussion clubs, business luncheons, book reviews, business tours, and summer camps might well be an outgrowth of the skill-building and social-business subjects as they aid in the development of all-round personalities and help prepare students for happy and successful living.

Art in the commercial subjects? Art is everywhere.



Photo by Harold Smith

Dr. and Mrs. Gregg enjoying a visit with Mrs. Frances Effinger-Raymond, Manager of the Pacific Coast office of the Gregg Publishing Company since that branch was established in 1912. The picture was taken in Dr. Gregg's New York office.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp by which my feet are guided, and that is the lamp of experience.

—Patrick Henry.

THE Louis Hand-Keyboard Typewriting Wall Chart, devised by Sister Mary Louis, S.N.D., of Central Catholic High School, Toledo, Ohio, was briefly described in the February, 1937, issue of the BUSINESS EDUCATION WORLD, Lamp of Experience Department. Sister Louis has made some improvements in the patented chart.

The chart is made of heavy material, measures 36 inches by 48 inches, and weighs 15 pounds. Movable black and white letter discs, superimposed on outline finger guides, are contrasted with red and white letters for home keys. The letters are arranged pivotally and may be made visible or concealed by touch.

The chart simplifies the learning of letter location for beginners. It may be ordered direct from Sister Louis and sells for \$15 plus carriage charges.

Educational Olives

THERE are days when pupils are restless; lessons are not interesting; discipline is difficult; the usual incentives to effort are lacking. Unless the teacher introduces something new, he is reduced to "keeping order," or letting his pupils run things. How shall the teacher get pupils to learn anything on such days?

Educational games is the answer. Give the pupils things to do that afford amusement and pleasure, while compelling them to use the knowledge they have gained during previous weeks. By playing such games the pupils will not only clinch what they have acquired, but they will feel that there is fun, as well as knowledge, to be had from school work.

Beware of using such devices too often; like olives, they are a welcome addition to a meal, but a very poor diet. If used too frequently they lose their effectiveness.

The games suggested below are simple enough to be used in class with no previous practice, and they require little effort on the part of the teacher.

SHORTHAND

1

Write outlines that when turned upside down represent other words. For example, the outline for "truth" is the outline for "country" turned upside down; the outline for "you are" is the outline for "call" inverted. Both outlines should be written so that the paper will look the same (except that some outlines will not be "on the line of writing") when turned upside down.

Give the pupils 2 minutes in which to write as many such pairs of words as they can think of. After some of the lists have been read, divide the class into groups of two or three pupils each, and have each group make as long a list as they can in 5 minutes.

This game not only reviews outlines, but teaches some important facts about the forms of outlines. It will be seen that when an outline is turned upside down the same strokes are made upward in both forms. For example, in writing "teach" and "cheat," the *cb* is made downward and the *t* upward in both outlines.

2

Name a letter of the alphabet (or a prefix, as *ex* or *con*) and have pupils write as many words as they can beginning with that letter or prefix.

First, give the pupils a minute, and see who can write the longest list in that time.

After some of the lists have been read, divide the class into groups of three or four, and have each group write for 5 minutes. At the end of that time determine which group has written the largest number of words.

Then suggest that perhaps some other group has written a larger number of separate words, not counting duplicates written by more than one person in the group. Also, give the different groups an opportunity to challenge one another as to which group has written the largest number of words not written by any other group.

TYPEWRITING

3

Practice "artistic typing." If the pupils have not tried this before, show them how it is done by asking them to write as follows:

Make the capital N in lines of eight, without spaces between lines. In the instructions that follow, the numbers in parentheses mean spaces; other numbers, the capital N.

Line 1: 8. Line 2: 3 (2) 3. Line 3: 2 (1) 2 (1) 2. Line 4: 1 (1) 4 (1) 1. Line 5: 1 (6) 1. Line 6: 1 (1) 4 (1) 1. Line 7: 8.

If you will write this on a typewriter, you will find a fairly clear initial A. It is plainer if you hold the top of the paper away from you.

If you will write seven lines of the capital on a paper, and then mark on it the letters of your school name or initials, you can easily count the letters and spaces needed to form the letters. This may serve to arouse interest in making designs with the typewriter.

BOOKKEEPING

4

Give a pupil a copy of the following story, and ask him to read it aloud, using the words "debit" and "credit" in place of the blanks, where the words "left" and "right," respectively, would be appropriate. The other pupils may "clap him out" whenever he uses the word "left" and "right," or when he uses "debit" or "credit" incorrectly.

When John _____ home in the morning he was feeling all _____. He went _____ to the office, and began _____ away where he had _____ off in his work the night before when

he _____ for home. The Trial Balance was not _____ at first, because he had _____ out one account. The account that had been _____ out was on the _____ side of the ledger. He soon made that _____ and before he _____ for lunch he had the satisfaction of having the Trial Balance _____. He was sorry he had _____ out the account, but _____ glad he could _____ the mistake without help. "Better be _____ than to get _____ when promotions are announced," he chuckled as he _____ the office at the _____ time to go home.

SALESMANSHIP

6

The leader asks, "Why is he a good salesperson, Mary Elizabeth?" Mary Elizabeth may reply, "Because he has P." Then she begins to count. If she reaches twelve before anyone in the room gives a word beginning with P that describes a good salesperson, she then names the word she has in mind, which might be *pep*, *persistence*, or *personality*. It is not necessary for other pupils to guess the word the leader has in mind, but they must give a word that begins with the letter designated and that is descriptive of a good salesperson.

At the beginning of the game place the alphabet on the blackboard (omitting x, since so few words begin with that letter). When a letter has been used, erase it.

7

The leader places on the blackboard as many dashes as there are letters in the word or phrase he has in mind. If, for example, he uses the words "securing attention," he makes marks like this: _____ e _____

e

The pupils then raise their hands. Each one, as the leader calls on him, names a letter. If the letter occurs in the word, it is placed in the proper spaces, as indicated by the letter "e" above. If the letter named is not found in the word or phrase, it is written on the blackboard. If a pupil guesses the word or phrase, all the spaces are filled in. Then the leader sees how many words he can form from the letters on the blackboard. For example, if pupils have suggested *a*, *p*, and *m*, the pupil can

form the words "am," "map," "ma," and "pa."

This game (which will be recognized as a variation of the game called "Hangman") and the preceding game may be used for any subject in which there are new words and phrases to be learned, such as commercial history, commercial law, and advertising.—*Arthur G. Skeees, North High School, Columbus, Ohio.*

Emphasis on Accuracy

IN an attempt to get the students to place their emphasis on accuracy rather than on speed during the regular weekly accuracy tests, the following method proved successful.

I announced that I would take the accuracy tests with the class and that any student making fewer errors than I would receive 100 per cent; the same number of errors, 90 per cent; one more, 80 per cent; and two more, 70 per cent.

It was realized that the pressure would be on the teacher, especially when the plan was followed for one week, two tests each day, the student getting credit for the best mark he earned during the week. It was evident from the results obtained that the change of emphasis through competition with the teacher made for more accurate typing on the part of the students. It might be said that the teacher also improved his accuracy.—*Lawrence A. Jenkins, Kearny (New Jersey) High School.*

COMMENT

I know from experience that it is a mighty good thing for the teacher to put himself on the "spot." It takes courage, too—but it pays.—*H. H. S.*

EDUCATION does not mean teaching people what they do not know. It is not teaching them the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example.—*John Ruskin.*

BARGAIN SALE OF BACK NUMBERS OF THE B. E. W.

ALL remaining bound volumes of the *Business Education World* and its predecessor, the *American Shorthand Teacher* (1920-1933), for the years preceding 1938-1939 may be purchased at the bargain rate of 50 cents a volume, postpaid.

These volumes have been reduced for this special offer from their regular price of \$2.

We have on hand, in limited quantities, back numbers for twelve of the nineteen years during which these magazines have been published. Each volume is a complete book of from 640 to 1,000 pages, cloth bound, with gold lettering.

Why not order all twelve volumes for your library? The total cost would be only \$6. Add \$2 if you wish a copy of Volume 19 (1938-1939). Use the convenient coupon below and add these valuable volumes to your own professional library. Buy another set for your school library.

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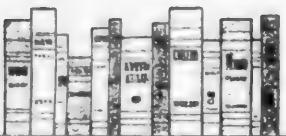
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Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

Accounting for the Individual and Family

By Neva Henrietta Radell, Prentice-Hall, Inc., 70 Fifth Avenue, New York, 1940, \$3, 348 pages.

Some day a writer or several writers in collaboration will combine accounting precision with selling enthusiasm and produce a book that will encourage all of us to live within the supporting limitations of a definite financial plan.

Accounting for the Individual and Family is a close approach to this ideal, but it is possible that the formal title of the book will scare away the very readers who could profit most from its contents; certainly the title does not reflect the informal, conversational style that makes the chapters easy to understand and vital.

This is a business-education book in the most practical and constructive sense of the term, for it introduces a system of keeping records so simple that those with no interest in records might be induced to try it, yet it follows the principles of accounting and management. The case method of presentation makes the problems tangible and personally interesting. The book as a whole presents a composite picture of successful financial living that clearly reveals the relation between pattern of living and income.

Probably anyone old enough and responsible enough to take care of his own money would like the volume because he can so quickly find himself in one of the eight case problems: College Girl, Young Bachelor, Bride and Groom, Limited Income City Family, Average American Family, Rural Family, Professional Woman, and Higher Income Suburban Family.

Complete with laboratory problems and projects, as well as a supplementary workbook, *Accounting for the Individual and Family* could well be used

as a textbook for college students, particularly for college girls who are adept at spending their allowances but know little about the value of money. It would be a valuable addition to any library, and it is more than likely that in the home library it would pay for itself many times over.

The author, Neva Henrietta Radell, is associate professor and chairman of the department of business administration, Adelphi College, and instructor in household arts and science, Teachers College, Columbia University.

California Test of Personality, Second Series

By Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe. California Test Bureau, 3636 Beverly Boulevard, Los Angeles, California. 1939.

It is a satisfaction to find in the California Test of Personality suggestions for curing personality ills as well as for identifying them. Pure science is admirable, but applied science produces results.

The esoteric terms used by experts in tests and measurements are present for those who want them, but even to the nonexpert the California Test of Personality offers hope for improvement of the maladjusted. The secondary series is for grades 9 to 14.

Under "Self-Adjustment" (based on feelings of personality security) we find tests of self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms.

Under "Social Adjustment" (based on feelings of social security) are tests of social standards, social skills, freedom from anti-social tendencies, family relations, school relations, and community relations.

Full directions for administering, scoring, and interpreting the test are included.

Louis P. Thorpe, one of the authors of this test, is already favorably known to B.E.W. readers for his authoritative and penetrating series of articles on personality study.—D.M.J.

Teachers' Handbooks

Published by the Commercial Education Section of the Division of Instruction and Curriculum, Los Angeles City School District.

Have you seen the business education "source books" of plans, projects, pupil activities, teaching procedures, and bibliographies published by the Commercial Education Section of the Los Angeles City Schools?

Modern in every particular, from their attrac-

tive blue-and-silver streamlined covers to their vital, direct presentation of up-to-date information, these books are packed with well-organized suggestions valuable to any teacher, experienced or inexperienced, inside or outside Los Angeles.

Teachers of secretarial subjects are referred to the handbooks on shorthand, typewriting, transcription, business correspondence and stenographic office practice. We have at hand the volumes on salesmanship, business law, consumer education, and the commercial program of Los Angeles, as well as the books on shorthand, typewriting, and transcription, and they seem to be of uniform excellence. Undoubtedly the Commercial Education Section issues syllabi for each of the commercial subjects taught in the city schools.

What Do I Do Now?

By Mildred M. Payne. Gregg Publishing Company, New York, 1940, 120 pages, 76 cents, with a workbook priced at 80 cents.

The author of this book has for several years been teaching business etiquette, among other subjects, at the State Teachers College at Kearney, Nebraska. She states in the preface to her book that the material she is presenting represents the answers to questions that students have asked. Furthermore, she has used this material successfully herself in teaching her classes in business etiquette.

So far as one reader can determine, the relation of the subject matter to these particular classes is the only justification for implying that the scope of the book is limited to business students or business people. Although there are many references to business practices, the book is devoted almost entirely to rules of general social conduct and personality development that every person, regardless of occupation or classification, should know.

"Habits That Annoy," the second chapter of the book, could be used by every teacher who attempts to lead students to self-appraisal. In this chapter, Miss Payne avoids the common error of listing personality qualities in the abstract. Instead, she embodies and cloaks with a great deal of human interest personality defects that her students described in response to an assignment on "Things I Wish My Friend Wouldn't Do." There are fifty-five of these brief personality sketches, and they just about cover annoying human habits.

It is obvious that Miss Payne's technique of getting students to evaluate the personalities of their friends in a constructive manner is one objective approach to the task of having them make a not-too-painful evaluation of their own shortcomings. Furthermore, it is a technique that promises rather interesting results to any teacher who uses it.

Busy home-room teachers and secretarial-practice teachers in search of activities that will appeal to students and at the same time help them to adjust to situations will find one good answer in this volume and its workbook.

As a matter of fact, *What Do I Do Now?* is an excellent reference book for the teachers themselves, especially those who wish to know beyond any disconcerting doubt that they know the rules of the game, whether the game be a tea, a luncheon, a formal dinner, a dance, a theater party, or merely the planning of next season's wardrobe.

Writing and Selling Special Feature Articles

By Helen M. Patterson, Prentice-Hall, Inc., New York, 1939, 578 pages, \$3.50.

Where there are five or six teachers gathered together, you will usually find at least one frustrated writer who has never practiced his art, but who, upon occasion, returns to his early dream of writing the runner-up to the Great American Epic, entirely overlooking the possibility of writing feature articles.

If the truth be told, probably most of us have thought of writing for publication to communicate our ideas to others, to add to our bank accounts or our self-esteem, or simply to impress a superintendent or principal who believes in the prestige of the printed word. Feature writing provides one outlet for our creative urge and desire for recognition, as well as the opportunity to contribute our ideas, great and small, to the fund of human thought and knowledge.

Whether you are interested in acquiring the fundamental principles of writing to sell, or in perfecting the art of writing feature articles, you will find Miss Patterson's book helpful, for it gives clear directions for every step of feature writing from finding ideas to the final preparation of the manuscript and the accompanying art work. Furthermore, it gives you the business information you need to slant your material and to sell what you have written.

Part II offers examples of articles written in Miss Patterson's classes at the University of Wisconsin, all of which have found happy landings in magazine and newspaper offices at a nice profit to their authors. Reference books and magazines of value to the free-lance writer are listed in the appendix, and tables of figures show the writer what chance he has of selling articles in the various fields of specialization. In education there are twelve magazines that pay for articles, among them, of course, the B.E.W.!

Step Out and Sell

By William E. Holler. The Dartnell Corporation, New York, 1939, 94 pages, \$1.50.

This book is intriguing and at times hypnotic.

What Is Right with the Schools

By F. T. Spaulding, Dean, Graduate School of Education, Harvard University, in the *Nation's Schools*, March, 1940, 919 North Michigan Avenue, Chicago, 25 cents.

"Beyond what secondary education already has accomplished there ought also to be set down to its credit certain things it is well on its way toward accomplishing. In two respects especially, the secondary schools are making progress that deserves explicit recognition.

"First, schools in increasing numbers throughout the United States . . . offer a better education to boys and girls whose interests and abilities are different from those of the hypothetically average pupil.

"Second, our schools are dealing more and more directly with the problem of educational and vocational guidance. . . .

"The groundwork is being laid also in a sharpening of the concern of school people everywhere for what becomes of boys and girls after the schools are through with them."

More Guidance—But Less Vocational Guidance!

By W. C. McGinnis, Superintendent of Schools, Perth Amboy, New Jersey. In the *Clearing House*, February, 1940. Inor Publishing Company, 207 Fourth Avenue, New York. 40 cents.

"Guidance in the secondary school should be educational guidance with the vocational as a minor but important part of educational guidance.

"Roger Babson . . . says that millions of people are unemployed because graduates are not properly educated, and for that reason employers will not hire them." With this viewpoint Mr. McGinnis does not entirely agree, and he sets forth his objections to it.

He says also, "In order to be effective, every member of the faculty must be a part of the guidance setup and must have a part in the guidance program.

"Guidance must concern itself more with the prevention of failures. Remedial measures are necessary in many cases, but proper preventive measures will result in fewer failures."

"THE wealthy idler we know well. Be careful not to create a person a hundred times more dangerous both to himself and others—the pauper idler!"—*Victor Hugo speaking to the French General Assembly in 1848.*

The author's name is perfect for his vocation (he is general sales manager of the Chevrolet division of General Motors); and, further, it gives the reader fair warning of the powerful barrage of words to which he is about to subject himself.

Short sentences, heightened by plenty of *italics* and sharpened by exclamation points, are occasionally relieved from the tedium of orthodox language by *uhim's* and *uham's*—needle-jabs intended, no doubt, to inoculate the reader with some of the writer's dynamic energy and to bring the mind to a restless discomfort which only the antidote of action can relieve.

Salesman at least for an hour, you are compared to a hunter, Isaac Newton, a football player, Abraham Lincoln, Ty Cobb, George Washington, a prizefighter, Napoleon, a race horse, and Knute Rockne in such crashing crescendos and diminuendos of glory that you can scarcely direct your gaze to the two frogs, the porcupine, the sunsets, the stars, and the other object lessons provided by Mother Nature for aspiring salesmen.

The volume closes with these words: "For your country and my country, for your business and my business, for you and me personally, there can be only one course—sell to survive!" The last three words seem to cover the situation.

This is, nevertheless, excellent reading for boys and girls. Students would like the book, and I believe they need more books like it. Mr. Holler's advice is tonic for today's defeatism, to which adolescents are very susceptible.

We may question the truth of his optimistic generalizations and snappy slogans, we may suspect that he has an overactive pituitary gland, we may put him down as a contemporary Horatio-Alger builder; but we cannot argue with the fact that, under his direction, salesmen sold \$4,709,235,470 worth of new and used cars in six years, a record-shattering achievement in automobile selling. Perhaps the old adage that "those who think they can, can" is true.

The short, relatively calm chapter on the training of salesmen is of interest to salesmanship teachers. I quote:

"The training program for a new salesman should be comprehensive, but sufficiently brief to permit him to begin his selling work with the least possible delay. It should include the following major subjects: the product; the competitive product; use of selling tools; fundamentals of salesmanship; how to make a showroom presentation; how to make a demonstration; how to handle time payments, prospects, and follow-ups; how and where to find prospects; how and when to deliver appraisal; how to write an order; retail delivery of the product; house policies; prices on each unit.

"Service films, feature charts, albums, motion pictures, prepared speeches, and discussions that involve the student are used in the organization schools."



TO THE EDITOR:

The various replies on "The Value of Business Experience" symposium in the BUSINESS EDUCATION WORLD do not always reveal the fact that much of the work of the business teacher has to do with exact skills, and as such skills need far more training than use from the instruction standpoint, perhaps the time spent in actual work is not so important as the additional time spent in research in the fields that are covered.

If we are to accept the idea that there are unexplored approaches to training, then more time in the research in the field selected may be of more value.

Someone said recently that the laboratory study of applied psychology has had much more to do with finding out facts for selling than all the summer book sellers of long ago could obtain. I would not say that some business experience is not of value, but it is only one factor.—*E. D. Kizer, President, Kizer Business College, Los Angeles, California.*

DEAR MR. BLANCHARD:

We have just been handed the March edition of the BUSINESS EDUCATION WORLD, in which there is one of the best articles on filing which we have seen in many a day. We would like a copy of this issue and of the one for April, in which Miss Jenkins' discussion is continued.—*B. M. Weeks, Director, Chicago Bureau of Filing and Indexing, Chicago, Illinois.*

DEAR DR. ROSENBERG:

I am enclosing a questionnaire that was used by us to test 530 students selected from our accounting, vocabulary and spelling, employment typing, arithmetic, and business law classes. The results of this testing program are as follows:

530 students took the test.
65 was the highest score.

17 was the lowest score.

38 to 46 average group (68 per cent cases).

73 students above average.

353 students in average group.

104 students below average.

The above results do not include the scores attained by my business law classes. I gave the test to my business law class immediately after we had finished with the Law of Contracts. These students had had no other law training. The results of that class are as follows:

42 students took test.

62 highest score.

34 lowest score.

48 mean score.

41 to 55 average group (68 per cent cases).

9 students above average.

29 students in average group.

4 students below average.

This test has served to stimulate much controversy and interest in the students, which we hope will carry over in the future. Please accept again my thanks for the privilege of using this questionnaire.—*Fremond Frembling, Merritt Business School, Oakland, California.*

DEAR MR. FREMBLING:

I am glad you found the questions contained in my articles of value in the preparation of your business law test. (March, B.E.W., p. 621.)

The results of your law testing program are both meaningful and significant. With your kind permission I shall refer to these results in my law methods class next summer.—*R. Robert Rosenberg.*

TO THE EDITOR:

In your December issue of the BUSINESS EDUCATION WORLD, Mr. Rosenberg asks, in Question 47, "Can a creditor reject an offer of \$100 in quarters in payment of a \$100 debt?" His answer is "No."

Could Mr. Rosenberg acquaint me with the present legal tender law?

Seems to me the question's answer should be "Yes."—*James W. Carroll, South Park High School, Beaumont, Texas.*

DEAR MR. CARROLL:

The question of subsidiary silver as legal tender was raised by Dr. P. O. Selby, of Northeast Missouri State Teachers College, and answered by me in the April, 1940, issue of the BUSINESS EDUCATION WORLD, page 722.

I shall be glad to send to you the present legal-tender law, based on a section of the Agricultural Adjustment Act of 1933, if you do not have a copy of the issue of the magazine to which I refer.—*R. Robert Rosenberg.*

(Continued on page 832)

The B.E.W. Summer School Directory

(Concluded)

Special courses in commercial teacher-training and content subjects will be offered this summer at the following schools, according to announcements sent us recently. This list is continued from the April issue.

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. May 27 to July 26. Dr. Roy Jones, Director; Earl Clevenger, Department Head.

EAST CENTRAL STATE COLLEGE, Ada. Two terms: May 27 to July 26; July 26 to August 15. Dr. A. Linscheid, President and Director; Myrtle Sturdevant, Department Head.

NORTHEASTERN STATE COLLEGE, Tahlequah. Two terms: May 27 to July 26; July 26 to August 15. Dean R. K. McIntosh, Director; Eugene T. Schauer, Department Head.

NORTHWESTERN STATE COLLEGE, Alva. Two terms: May 27 to July 26; July 26 to August 15. Dr. T. C. Carter, Director.

OKLAHOMA A. & M. COLLEGE, Stillwater. Two terms: June 4 to August 2; June 17 to August 2. Dr. N. Conger, Director; Dr. McKee Fisk, Department Head.

PANHANDLE A. AND M. COLLEGE, Goodwell. May 20 to July 12. Marvin McKee, Director; Robert A. Lowry, Department Head.

SOUTHEASTERN TEACHERS COLLEGE, Durant. Two terms: May 23 to July 25; July 25 to August 16. Dean A. E. Shearer, Director; Helen Kohler, Department Head.

SOUTHWESTERN STATE COLLEGE OF DIVERSIFIED OCCUPATIONS, Weatherford. Two terms: May 27 to July 26; July 26 to August 15. R. C. Dagroo, Director; A. C. Guffy, Department Head.

UNIVERSITY OF OKLAHOMA, Norman. Three terms: June 4 to July 3; July 5 to July 30; July 31 to August 24. Dr. Ellsworth Collings, Director; C. Guy Brown, Commercial Education Department Head, and E. E. Hatfield, Secretarial Science Department Head.

OREGON

OREGON STATE COLLEGE, Corvallis. Two terms: June 24 to August 2; August 2 to August 31. Dean M. Ellwood Smith, Director; H. T. Vance, Department Head.

UNIVERSITY OF OREGON, Eugene. Two terms: June 17 to July 26; July 29 to August 23. Dan E. Clark, Director; Dr. Victor P. Morris, Department Head.

PENNSYLVANIA

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Two terms: June 18 to July 27; July 29 to August 17. Harvey A. Andruss, Dean of Instruction and Director; W. C. Forney, Department Head.

DUQUESNE UNIVERSITY, Pittsburgh. July 1 to August 9. Rev. A. F. Lechner, Director; Dr. Raymond J. Worley, Department Head.

ELIZABETHTOWN COLLEGE, Elizabethtown. May 27 to July 27. A. C. Baugher, Director; Dr. T. K. Musick, Department Head.

GENEVA COLLEGE, Beaver Falls. June 17 to August 14. J. C. Twinem, Director; Robert Haley, Department Head.

GROVE CITY COLLEGE, Grove City. June 24 to August 3. President Weir C. Ketler, Director; F. H. Sumrall, Department Head.

INDIANA STATE TEACHERS COLLEGE, Indiana. Two terms: June 17 to July 27; July 29 to August 17. G. G. Hill, Director and Department Head.

MARYWOOD COLLEGE, Scranton. June 29 to August 6. Sister M. Immaculata, Director; Sister M. Anacaria, Department Head.

MUHLENBERG COLLEGE, Allentown. July 1 to August 9. Isaac Miles Wright, Director; R. L. Hartman, Department Head.

SHIPPENSBURG STATE TEACHERS COLLEGE, Shippensburg. Two terms: June 17 to July 27; July 27 to August 17. Dr. Wm. H. Bristow, Director; N. B. Curtis, Department Head.

TEMPLE UNIVERSITY, Philadelphia. July 1 to August 9. Harry A. Cochran, Director; Frances B. Bowers, Department Head.

UNIVERSITY OF PENNSYLVANIA, Philadelphia. June 24 to August 6. John Dolman, Jr., Director; W. L. Einolf, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. June 3 to August 23. F. W. Shockley, Director; D. D. Lessenberry, Department Head.

RHODE ISLAND

BRYANT COLLEGE, Providence. July 1 to August 15. Harry Loeb Jacobs, President; John L. Allan, Director.

SOUTH CAROLINA

CLEMSON COLLEGE, Clemson. June 10 to July 20. W. H. Washington, Director; Mrs. Lucia Hudgens, Department Head.

NEWBERRY COLLEGE, Newberry. June 11 to July 20. President James C. Kinard, Director; Mazie Dominick, Department Head.

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 11 to August 2. Dr. J. A. Stoddard, Director; Dean George E. Olson, Department Head.

WINTHROP COLLEGE, Rock Hill. June 10 to August 3. Dr. Mowat G. Fraser, Director; Thomas W. Noel, Department Head.

SOUTH DAKOTA

DAKOTA WESLEYAN UNIVERSITY, Mitchell. June 5 to July 16. Dr. James Van Kirk, Director; A. R. Shoemaker, Department Head.

HURON COLLEGE, Huron. June 5 to July 12. Herbert G. Titt, Director.

NORTHERN STATE TEACHERS COLLEGE, Aberdeen. Two terms: June 3 to July 12; July 15 to August 17. Dr. N. E. Steele, Director; Merle Trickey, Department Head.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 12 to July 24. Dr. William H. Batson, Director; Lucile Pixley, Department Head.

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 10 to July 18; July 17 to August 23. J. D. Fenn, Director and Department Head.

STATE TEACHERS COLLEGE, Murfreesboro. Two terms: June 10 to July 20; July 20 to August 30. N. C. Beasley, Director; E. W. Midgett, Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 10 to July 17; July 18 to August 23. Dr. John A. Thackston, Dean, College of Education, and Director; Dr. Benjamin R. Haynes, Department Head.

TEXAS

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 3 to July 13; July 16 to August 23. President A. W. Birdwell, Director; J. H. Wisely, Department Head.

BAYLOR UNIVERSITY, Waco. June 5 to August 16. Dr. E. N. Jones, Director; Dr. M. S. Carroll, Director, School of Business Education.

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 5 to July 14; July 17 to August 25. Dr. S. H. Whitley, President and Director; Dr. Stanley Pugh, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 4 to July 13; July 15 to August 21. Dr. C. N. Shaver, President and Director; J. Roy Wells, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 5 to July 16; July 17 to August 24. Dr. B. B. Harris, Dean and Director; Dr. H. D. Shepherd and W. A. Larimer, Department Heads.

SUL ROSS STATE TEACHERS COLLEGE, Alpine. Two terms: June 5 to July 16; July 17 to August 24. Dr. H. W. Morelock, President and Director; Solon Ayers, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 3 to July 15; July 13 to August 23. Dr. A. A. Grusendorf, Registrar and Director; C. E. Chamberlin, Department Head.

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 4 to July 18; July 16 to August 24. J. E. Conner, Director.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 6 to July 13; July 16 to August 24. Dean J. M. Gordon, Director; Dr. J. O. Ellsworth, Department Head.

UNIVERSITY OF TEXAS, Austin. Two terms: June 4 to July 13; July 15 to August 26. Dr. Homer P. Rainey, President and Director; J. Anderson Fitzgerald, Dean, School of Business Administration.

WEST TEXAS STATE TEACHERS COLLEGE, Canyon. Two terms: June 4 to August 3; August 5 to August 23. Dean R. P. Jarrett, Director; Lee L. Johnson, Department Head.

UTAH

UNIVERSITY OF UTAH, Salt Lake City. Two terms: June 10 to July 19; July 22 to August 16. Milton Bennion, Director.

UTAH STATE AGRICULTURAL COLLEGE, Logan. June 10 to July 19. Milton R. Merrill, Director; Dean W. L. Wanlass, Department Head.

VERMONT

UNIVERSITY OF VERMONT, Burlington. July 8 to August 16. Bennett C. Douglass, Director.

VIRGINIA

MARY WASHINGTON COLLEGE, Fredericksburg. Two terms: June 17 to July 20; July 22 to August 24. Dr. Morgan L. Combs, Director; Dr. J. H. Dodd, Department Head.

STATE TEACHERS COLLEGE, Farmville. June 10 to August 23. Dr. J. L. Jarman, Director.

STATE TEACHERS COLLEGE, Radford. Two terms: June 17 to July 19; July 20 to August 24. Dr. David W. Peters, President and Director; Robert J. Young, Director of Business Education.

UNIVERSITY OF VIRGINIA, Charlottesville. Two terms: June 17 to July 27; July 29 to August 31. Dean George B. Zehmer, Director; Sanford Kanady, Department Head.

WASHINGTON

KINMAN BUSINESS UNIVERSITY, Spokane. June 3 to August 26. J. I. Kinman, President; Dean James E. Brown, Principal.

STATE COLLEGE OF WASHINGTON, Pullman. June 17 to August 9. A. A. Cleveland, Director; R. B. Heffebower, Department Head.

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 17 to July 17; July 18 to August 16. Dr. Henry A. Burd, Director; Dean Howard H. Preston, Department Head.

WEST VIRGINIA

BLUEFIELD STATE TEACHERS COLLEGE, Bluefield. June 10 to August 9. G. W. Whiting, Director; Theodore Mahaffey, Department Head.

NEW RIVER STATE COLLEGE, Montgomery. June 3 to August 2. President Edward S. Maclin, Director; Robert F. Bingaman, Department Head.

WEST LIBERTY STATE TEACHERS COLLEGE, West Liberty. June 11 to August 9. Dean Carl E. Bonar, Director; Hazel L. Blum, Department Head.

WEST VIRGINIA STATE COLLEGE, Institute. June

10 to August 9. Harrison H. Ferrell, Director; Dallas C. Brown, Department Head.

WEST VIRGINIA UNIVERSITY, Morgantown. Two terms: June 12 to July 23; July 24 to August 27. A. J. Dadisman, Director; C. J. Odell, Department Head.

WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon. June 10 to August 9. O. D. Lambert, Director; R. H. Carder, Department Head.

WISCONSIN

STATE TEACHERS COLLEGE, Whitewater. June 19 to July 28. Dr. Paul A. Carlson, Director.

WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 17 to July 25; July 24 to August 30. Dean O. C. Schwiering, Director; Rosa Colegrove, Department Head.

HAWAII

UNIVERSITY OF HAWAII, Honolulu. Two terms: June 24 to August 2; August 3 to August 23. Dr. Paul S. Bachman, Director.

CANADA

BRITISH COLUMBIA

UNIVERSITY OF BRITISH COLUMBIA, Vancouver. July 2 to August 2. H. L. Campbell, Director; W. T. Abercrombie, Department Head.

SASKATCHEWAN

UNIVERSITY OF SASKATCHEWAN, Saskatoon. July 3 to August 13. F. M. Quance, Director; A. Hodgkins, Department Head.

Summer School Supplement

ARKANSAS

ARKANSAS STATE TEACHERS COLLEGE, Conway. Two terms: June 3 to July 8; July 10 to August 10. H. L. McAlister, President; C. C. Calhoun, Department Head.

UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 12 to July 23; July 24 to August 30. Dr. H. G. Hotz, Director; Mrs. Pearl E. Green, Department Head.

LOUISIANA

SOUTHWESTERN LOUISIANA INSTITUTE, Lafayette. June 10 to August 5. Dean F. M. Hamilton, Director.

NORTH CAROLINA

CATAWBA COLLEGE, Salisbury. June 10 to August 9. John C. Hadley, Director.

NORTH DAKOTA

STATE NORMAL AND INDUSTRIAL SCHOOL, Ellendale. June 10 to August 2. J. C. McMillan, President; O. A. Banks, Department Head.

STATE NORMAL SCHOOL, Mayville. June 10 to August 2. Gena Ostby, Department Head.

I Take My Pen in Hand

(Continued from page 829)

DEAR DR. ROSENBERG:

I am enclosing a list of legal questions that I have gotten together the last month. You will notice that I have incorporated those that appeared in the **BUSINESS EDUCATION WORLD** last winter. I found them very interesting. In return I thought you might like to glance over this list of mine. These short questions seem to arouse a great deal of interest among college students.—*S. C. Bedinger, assistant professor of business education, Colorado State College of Education, Greeley.*

DEAR PROFESSOR BEDINGER:

It is nice to know that the legal questions prepared by me and printed in the **B.E.W.** as "The Law We Live With," has been of help to so many teachers of the subject. The list of legal questions that you sent to me is one of several lists that I have received from readers.

Your paper, entitled "How Much Law Do You Know?" should prove an interest-holding and challenging teaching device and an excellent, comprehensive review of business law.

I want you to know that I appreciate very much your courtesy and thoughtfulness in sending a copy of your paper to me.—*R. Robert Rosenberg.*

W. GRANT THOMPSON, who organized the commercial-teacher-training course at Plattsburg Normal School in 1910 and was director of that department until his retirement in 1928, died at the Knickerbocker Hospital in New York City on March 30, at the age of seventy-four.

Mr. Thompson was long prominently associated with both physical and commercial education. For 15 years he was executive director of the Carlisle (Pennsylvania) Indian School. After leaving the Carlisle Indian School in 1907, he was for three years in charge of commercial education at the Reading (Pennsylvania) High School, from which school he came to Plattsburg.

For many years, Plattsburg was the only commercial-teacher-training school in New York State. Countless teachers of business in this state as well as in other states received their training under his direction and are indebted to him for their professional preparation.

Mr. Thompson was a member of the West Point Society and of many fraternal organizations. He is survived by his wife, three sisters, and a brother.



Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Are You Prepared

By ADELINE MAUS

Beneficial Management Corporation
Newark, New Jersey

WE sometimes see people who appear to be naturally gifted in all of the qualifications for their²⁰ jobs and all the ones ahead of them. The fact that they step ahead from one to the other is often a source of⁴⁰ envy to other workers, but usually the secret of their success is application and an ability⁶⁰ to analyze. The envious ones are usually the ones who, in times of depression or poor business,⁸⁰ agree in worried tones that if someone doesn't do something about it soon the business will be in very¹⁰⁰ bad condition indeed. The ones stepping ahead are those who are not talking and worrying about it but are¹²⁰ analyzing the situation and finding the underlying cause, and subsequently taking constructive¹⁴⁰ action. They are pulling the others along in a boat and the others cannot understand why they are not pushed¹⁶⁰ out in front. The only possible way they can make it is to go under their own power and this is a¹⁸⁰ decision entirely up to themselves. As long as they are content to be pulled they can never be anything but²⁰⁰ behind.

So often we are self-satisfied with our own store of information and honestly believe that we²²⁰ flatter our own intelligence by not asking questions. The truth of the matter is, however, that the²⁴⁰ individual who is content to accept matters as they are presented and leave unanswered questions in his mind²⁶⁰ is just the individual who is at a standstill and who will treat new ideas with an old attitude.²⁸⁰ Knowledge is the only thing that can be traded and still retained by both the donor and the recipient; and³⁰⁰ question-asking is one of the best and simplest ways of getting a bargain. Don't be content to find out merely³²⁰ what the information is, but find out the "how" and the "why." The one interested only in the information³⁴⁰ itself may be able to do the job, but the one who knows the "how" and the "why" will be the one supervising³⁶⁰ it. Stop and think of the many things you do every week or even

every day, the reasons for which³⁸⁰ have never occurred to you or are a bit vague in your mind. You think you know them but when it comes right down to⁴⁰⁰ explaining and analyzing them you find that you are not quite sure. Push your way ahead by finding out all these reasons⁴²⁰—perhaps some of them may be illogical and you may find a change in system helpful. You will find a greatly⁴⁴⁰ increased interest in your work, too. We naturally are more interested in that which we know and⁴⁶⁰ understand thoroughly, and this we cannot do unless all the "whys" and "wherefores" are at our fingertips.

Enthusiasm⁴⁸⁰ is probably one of the greatest contributing factors to success—it is something without which none⁵⁰⁰ of the other attributes to superiority can function properly. We may be progressive and up⁵²⁰-to-date mentally, absorptive, ambitious, we may set a good example, we may be helpful, agreeable,⁵⁴⁰ friendly, and mentally alert; we may excel in many or all of these qualities, but unless enthusiasm⁵⁶⁰ is closely interwoven with each and every one, there will be no effectiveness. For triumph, we⁵⁸⁰ must love what we are doing and influence others to feel as we do about it. If we are enthusiastic,⁶⁰⁰ it is not necessary that we put forth any conscious effort to transmit our spirit to others.⁶²⁰ Enthusiasm is infectious and spreads like fire. It is the least expensive and most effective advertising⁶⁴⁰ an organization can have, for it makes people realize that we really mean what we say and are not talking⁶⁶⁰ merely for results. It keeps an organization on a friendly and happy basis and does a great deal⁶⁸⁰ toward pushing it on as a unit. It helps build coöperation and makes people want to pull together⁷⁰⁰ toward a common destination. Without it everything else will fall short of its object, and with it your⁷²⁰ efficiency in every direction will be improved. The course is up to you. Which way will it be? (739)

What Becomes of the World's Wild Animals

By HUGH A. STUDDERT KENNEDY

ANNOTATED FOR THE FIRST 8 CHAPTERS OF THE MANUAL

(Continued from April Issue)

MY NEXT MOVE was to¹³⁰ take advantage of Dr. Jordan's suggestion and send my inquiry to Dr. Joseph Grinnell of the¹³⁰ University of California. Meanwhile, I could feel that my view of the matter was changing. The fact that¹³⁰ the question was an entirely unanswered one to a man like Dr. Jordan caused me to wonder how it was¹³⁰ that the matter had never been made a subject of exhaustive scientific inquiry. I knew that if such¹³⁰ inquiry ever had been made Dr. Jordan would be familiar with it and its results, but apparently¹³⁰ nothing had been done.

I was to get considerable light on the reason for this from Dr. Grinnell's reply.¹³⁰ Writing from the Museum of Vertebrate Zoölogy, Dr. Grinnell said:

Dear Sir:

As to the question, "What¹²⁰ becomes of wild animals when they die?" I should say there is no mystery whatsoever. The remains are eaten¹²⁰ up by living animals. The world of Carnivora is peopled to the limit of food supply¹²⁰ continually, just as is the world of plant feeders. When any animal becomes decrepit even, it is likely¹²⁰ to be pounced upon and its immediate demise is consummated. The remains are quickly engulfed, not¹²⁰ necessarily only by being eaten by large animals, but through decay—which is a process of being¹²⁰ eaten by microscopic organisms.

In my trips afield, I find no difficulty in recognizing¹²⁰ the disappearing remains of numerous birds. It happens that just this morning a Plain Titmouse which has been¹²⁰ singing around the Museum building came to grief. It is lying dead on a roof opposite my window, but¹²⁰ doubtless it won't lie there long—with so many Blue Jays snooping about.

As bearing further upon your query I¹²⁰ would call your attention to the inclosed reprint of an article of mine. Your main question is dealt with in the¹²⁰ marked paragraph.

Very truly yours,
J. Grinnell

Well, at first glance this would all appear to be plausible enough.¹²⁰ But the question had been too long with me to enable me to accept such an answer for a moment. To me¹²⁰ Dr. Grinnell's letter simply bristled with inconclusive statements. Supported, as I was, with Dr. Jordan's¹²⁰ frank admission that he could not answer the question any more than I could, the explanation afforded by¹²⁰ Dr. Grinnell was altogether too simple to satisfy reasonable doubt. And so I determined to¹²⁰ grapple with the matter once again, and to invite Dr. Grinnell to a further consideration. The¹²⁰ following is my answer to his letter:

Dear Dr. Grinnell:

Many thanks for your letter of the 6th. It contained¹²⁰ many helpful suggestions, but I am wondering if I might trespass still further on your kindness. The fact is¹²⁰ that the answer that you gave me is one that I have often received in the course of my questioning through several¹²⁰ years, and the reason why I am instituting this "more intensive campaign" is because I feel that it is¹²⁰ inadequate.

You say that there is no mystery attaching to the disposal of wild animals. Now, granted¹²⁰ that this is the case, is it not strange that in one's journeys about the woods and wild places, which often lead into¹²⁰ entirely untrdden paths, one should practically never come across a wild animal in the process¹²⁰ of being consumed? I know that one does occasionally come across such remains, but the wonder is that one¹²⁰ does not come across them regularly and in large numbers. Your explanation does not seem to me to account¹²⁰ for the observations of the old California rancher, referred to in my first letter, who, in the old¹²⁰ days when the woods were full of elk, admitted that he had never come across an elk that had died a natural¹²⁰ death.

Even more difficult for me is to account, on the basis of your explanation, for the disposal¹²⁰ of London's sparrows and pigeons, or San Francisco's seagulls. If the mortality amongst London's sparrows were¹²⁰ equal to that amongst human beings, hundreds and thousands should die annually. What is the bird of prey that¹²⁰ disposes of London's sparrows? More difficult still is it to account for London's pigeons or New York's pigeons¹²⁰ for that matter. In London, as you doubtless know, they swarm everywhere. Public buildings are protected against¹²⁰ their nesting; veritable clouds of them are at times to be seen circling over the city streets. The question¹²⁰ arises, What is the bird of prey which disposes of the London pigeon, and that so rapidly and completely¹²⁰ as never to leave any evidence of destruction—not even the feathers?

Now, I know perfectly well dead¹²⁰ pigeons are found, but such evidence to be truly indicative of any regular system of disposal¹²⁰ should, to my thinking, be incalculably greater than it is. As to the disposal of dead wild life by¹²⁰ the natural process of decay this seems only to increase my difficulty. We all know how long it takes²⁰⁰⁰ for a dead animal to disappear through the natural process of decay. You will see a dead cow lie out²⁰⁰⁰ on the desert for months and months before the carcass disappears, and even then the skeleton remains.

I read²⁰¹⁰ your interesting article on the comparative safety of sea birds, and again the difficulty seems²⁰⁰⁰ to be increased. If the seagull has so few enemies, and its life is so comparatively safe, what does happen²⁰⁰⁰ to the dead seagulls? And is it not a fact that if the process of mortality is anything like that²¹⁰⁰ among human beings they ought to strew the waters. Yet, Dr. Jordan in his letter to me, writes: "I have never²¹⁰ seen a dead seagull or any other dead sea bird that died a natural death."

Forgive this inordinately²¹⁰ long letter, but I should so much like to discuss the matter thus further with you.

Meanwhile, I had sent the same²¹⁰ inquiry to Charles H. Kellogg, the well-known student of birds and beasts of the forest, who lives many months of²¹⁰ every year in the open and has a capacity for friendship with wild life which few human beings attain.²¹⁰ His reply, written characteristically on the back of a folder, "En route to Los Angeles," reads:

Dear²²⁰ Mr. Kennedy:

It's the same question and problem as, which came first the hen or the egg. Man as yet cannot answer.²²⁰

You will find all naturalists tally with you in your observations but as to conclusions—?

Sincerely²²⁰ yours,
Charles Kellogg

This reply from Mr. Kellogg fortified me to receive, as I did the next day, a further²²⁰ letter from Dr. Grinnell. (2285)

(To be concluded next month)

MEAT PACKING INDUSTRY A Few Simple Facts

Packers' Profits

Reprinted by permission from a series of advertisements published by the Bank of New York in the New York City newspapers and the leading national magazines.

WITH yearly sales of more than three billion dollars, meat packing in some years has ranked as the country's largest industry.²⁰

More than eleven hundred competing packing companies, located in every state, and employing⁴⁰ one hundred sixty thousand workers, supply meat products to more than two hundred thousand retail outlets. Fresh meat⁶⁰ is available in all seasons, even in cities remote from the livestock producing areas.

Half of⁸⁰ the farm land in the United States and a majority of American farmers are employed in meeting¹⁰⁰ the country's demand for meat, which totals about sixteen billion pounds a year. Many other businesses, such as¹²⁰ those that furnish transportation, salt, sugar, paper, textiles, and grain, depend upon meat packing for a substantial¹⁴⁰ part of the sales of their own goods and services.

The packing industry has coöperated actively¹⁶⁰ with livestock producers to develop superior breeds of livestock that have made possible meat products of¹⁸⁰ constantly higher quality. Through research, more than one hundred forty useful by-products have been developed,²⁰⁰ ranging from insulin to India ink.

Meat animals are the largest single source of farm income. (239)

Brief-Form Letters

For Use with Chapter Six of the Manual From "Brief-Form Drills" by Edith V. Bisbee

By EDITH V. BISBEE

Dear Sir: We acknowledge your recent order for our new line of stockings, but we regret that we are obliged to²⁰ ask you to wait a week or two. We are entirely out of these stockings, and so far we have been unable to⁴⁰ get more from the factory. As you probably know, the knitting industry has had some labor troubles that are⁶⁰ now settled.

Will you allow us to hold your order until we can renew our stock? Another week should enable⁸⁰ us to fill the entire order. Yours very truly, (90)

Dear Sir: Enclosed is a remittance for \$42.65 to cover the invoices of¹⁰⁰ February 26 and March 3. Please mail a receipt for our files. Yours truly, (34)

Dear Sir: Thank you for your promptness in mailing your remittance for our invoice of April 1.

We are today sending¹²⁰ by express your entire shipment of household goods, a detailed statement of which is enclosed. Yours truly, (39)

Dear Sir: It appears from reports I have received that our agent, Paul Rogers, has been spending altogether too¹⁴⁰ much time away from

his office. I know that the quality of his work, for some reason, is definitely lower¹⁶⁰ than formerly.

We must depend upon our agents so much that in this instance, I think you should look into¹⁸⁰ the matter and, if necessary remove Rogers and replace him with a more responsible person. Yours truly, (80)

My dear Sir: We thank you for the spirit of your response to our appeal for help for the Children's Home. Many people²⁰ apparently read our letter with indifference, for we have had only a limited response from some⁴⁰ who usually give promptly and freely.

We shall mail you a receipt tomorrow. Very sincerely yours, (59)

Dear Sir: I have had considerable difficulty in getting a sufficient supply of No. 12²⁰ envelopes. Will you see whether you can buy them in quantity at the jobbing house there? Yours truly, (37)

Gentlemen: I am employed with the Bryan Advertising Company. My acquaintance with advertising methods⁴⁰ has been very brief, and I am having some difficulty in improving the quality of my work.

Is⁶⁰ there a course in advertising in your school? How much time would be required to complete my education in this⁸⁰ line? Very sincerely yours, (65)

My dear Sir: We had considerable difficulty in looking up the records for which you asked, but my¹⁰⁰ acquaintance with educational records enabled me to find them for you.

I shall send you the papers tomorrow¹²⁰ fully covered by insurance. Cordially yours, (49)

Dear John: I am trying to arrange for a new supply of paper and envelopes for the office. We planned to¹⁴⁰ do so before you left.

I find that I can purchase any quantity of paper of excellent quality¹⁶⁰ here, but cannot get envelopes of the size we use in the same high quality. Can you bring some samples when you¹⁸⁰ return? Sincerely yours, (64)

My dear Sir: Please see the insurance agent tomorrow morning and arrange for sufficient insurance to cover²⁰⁰ our new stock of merchandise. We have previously taken out a policy to run for three months only,²²⁰ and I think that arrangement will be satisfactory this time. Yours sincerely, (51)

Dear Madam: I find no record of the receipt of the remittance sent us by Paul Snyder. Nevertheless, I²⁴⁰ do recall that this payment came in the mail. Have you any idea what happened to the check and why there is²⁶⁰ no record to cover it? Yours truly, (47)

Dear Morris: A great quantity of advertising copy boosting the different industries of the town is²⁸⁰ at the newspaper office, and they wish to know whether they are to print all of it under the arrangements that³⁰⁰ you made with them. Please let them know whether they are to follow these arrangements. Very truly yours, (57)

Actual Business Letters

To Publishers

Mr. Gifford Jiles
Paragon Publishers
Baltimore, Maryland

Dear Mr. Jiles:

About 10 days ago we²⁰ sent you our sample kit. Since then we have heard nothing from you and are beginning to wonder whether you received²⁰ these samples. Please let us know by return mail, because if you did not receive your outfit, we will send you another.²⁰

Perhaps the package is lying around your office, yet unopened—or maybe you haven't had the time to²⁰ try your samples. If this is true, I wish you would do me a personal favor and spend about two minutes right²⁰ now, examining the contents of this interesting kit.

In the blue envelope you will find working samples¹²⁰ of our new "One-tint" Board. It is real fun playing with these samples and bringing up the magic patterns, simply¹⁴⁰ by applying our Developer #6 with a brush or pen.

In the yellow envelope there is an¹⁶⁰ assortment of samples of Black and White Top Sheet Shading Films. Notice the practical use to which we have put these samples¹⁸⁰ over the printed board. The little wood stylus is for removing the dots where the shading is not wanted.²⁰⁰

Your big thrill, of course, is in the pink envelope—our new sensational Double-tint, which is taking the country²²⁰ by storm. Double-tint enables you to get combination line and highlight effects at only a fraction of²⁴⁰ halftone costs.

We regret that we could not include "Wash" samples with your kit. This product is not yet in full production²⁶⁰ and no samples are available. Orders for "Wash" board however, are now being accepted on ten days²⁸⁰ free trial and we invite you to read the yellow price slip enclosed. Notice also the illustrations showing³⁰⁰ the type of work which can easily be accomplished with drawing board.

Remember that each of our products is a²²⁰ money-saver for you. You not only reduce your engraving costs, but you get interesting and unique effects²⁴⁰ impossible with any other method.

Yours truly, (351)

To a Reindeer Round-Up

From "Petticoat Vagabond Among the Nomads"

By NEILL JAMES

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(Continued from the April issue)

IT IS NOT EVERY DAY an American woman sets out to a round-up, driving²⁰⁰ a reindeer, and no one at the post was willing to miss the slightest detail. It was like being in a²²⁰ refrigerator standing around in the arctic twilight on the crusty snow while the pulkkas were emptied of snow, ice²⁴⁰ scraped out, fresh hay placed in them, bag-

gage securely laced in the front end, the reindeer heads pinioned against a post while²¹⁰ the harness was adjusted and attached to the pulkka by a single rawhide thong passed between the deer's legs. I²¹⁰ expected another cup of hot coffee and perhaps some food before starting this long journey, but I was²¹⁰ disappointed. The deer were led down the banks of the river, and before I knew what was happening I was in the²¹⁰ pulkka, and speeding up the frozen river without time to say farewell or thanks, following in the wake of the²²⁰ guide who, gracefully balancing himself by hanging one foot easily over the edge of the pulkka, drove his²²⁰ deer with one hand and convoyed mine with the other. The pieces of hard snow cast up by the hoofs of my deer peppered²²⁰ my face painfully, but I was too occupied trying to keep the pulkka balanced on its one runner to do²³⁰ anything about it except duck my head.

It was twilight. An orange afterglow streaked the horizon, while, above²³⁰ a silvery moon shone from a cold blue sky resting like a dome on a cotton-white world. The scrubby frost²³⁰-encrusted birch resembled a forest of white jade along the banks of the broad, sleeping river. My nose and chin were²³⁰ quickly numbed. The frozen world revealed through my partly iced-together eyelashes was a beautiful one. The clear²⁴⁰ frosty air was as stimulating as champagne, and I chuckled to myself as I recalled some of the²⁵⁰ exaggerated dangers of reindeer travel I had read. After the initial burst of speed Walle halted and wrapped²⁵⁰ the single rein of my deer around my left arm. After a brief rest we were off, the animals panting and scooping²⁶⁰ up the snow in bites as they ran. I was now mistress of my own entourage. We fairly slithered up the river.²⁶⁰

Suddenly the guide's deer veered, climbed the steep bank and disappeared into the woods. Mine followed. But he got stuck on²⁶⁰ the steep grade, my pulkka hung precariously balanced on an incline, my feet in mid air, my head downhill. The²⁶⁰ reindeer braced himself, digging his forefeet into the snow, and looked around at me with big expressive brown eyes as²⁸⁰ if expecting me to do something about it. I did. I pulled my feet down to earth, at the same time slapping the²⁸⁰ deer with the rein. Off we went up the bank, over boulders and rocks, around boulders too big to leap over, through narrow²⁹⁰ passages just wide enough for the pulkka. A reindeer is attached to the pulkka by a slender rawhide²⁹⁰ thong and has absolutely no responsibility toward his passenger or pulkka. My own animal²⁹⁰ was as carefree as the wind and travelled with abandon, leaping over the boulder-strewn area with winged feet,²⁹⁰ while I bumped, balanced, and hung on, occasionally snatching my foot within the protecting sides of the pulkka²⁹⁰ to prevent my leg being snapped by a rock. I completely forgot about the cold. Once my left foot got caught behind²⁹⁰ a boulder as we rounded a curve. The reindeer continued right on, but I managed to double back and then³¹⁰ pull my foot into the pulkka. We bumped through the woods, missing trees by less than a hair's breadth. The reindeer and I both³⁰⁰ saw the level ice on a lake ahead through an opening. With prospects of smooth going, the deer, with a burst of³²⁰ speed, leaped over a boulder. My pulkka struck it head on. The

impact tossed me into the air, at the same time snapping²⁷⁰⁰ the rawhide thong which fastened the deer to the conveyance. He raced on, the flat leather rein coiled around my lower²⁷²⁰ arm and fur mitten tightened, dragging me forward on my stomach over the hard frozen earth and boulders until²⁷⁴⁰ I managed to dig the turned-up toes of my soft moccasins in the undergrowth. It was like being on a²⁷⁶⁰ torture rack. I was thoroughly stretched. But the toes held and the reindeer halted. I shouted. Walle looked back, halted²⁷⁸⁰ his deer, turned around and we retraced our steps along the narrow path to where my *pulkka* lay jammed head-on into²⁸⁰⁰ the boulder, one of its ribs broken. Walle hitched the deer to the damaged sled. I retrieved what little hay I could,²⁸²⁰ arranged it and got in again.

The principal dangers to be guarded against when travelling by reindeer are²⁸⁴⁰ (1) loss of the reindeer, (2) getting the skull fractured against a tree, (3) breaking a leg. On the whole, *pulkka* travel²⁸⁶⁰ is fairly safe. Even Lapp children drive reindeer. However, no Lapp ventured on trail without a lasso. The²⁸⁸⁰ technique is to balance and guide the *pulkka* with the left foot, toe bent backwards, right hand dragging in the snow when²⁹⁰⁰ necessary to slow up or to prevent the *pulkka* from crashing into the haunches of the reindeer on downhill²⁹²⁰ trails. It was easy once I got the hang of it, but reindeer travel never ceased to be exciting, due to the²⁹⁴⁰ unpredictableness of it.

Several times I was ignobly dragged over the rough terrain on my stomach,²⁹⁶⁰ my *idée fixe* being not to let my reindeer get away. One great difficulty about this my first trip, as²⁹⁸⁰ I later learned, was lack of sufficient snow for comfortable *pulkka* travel. A few extra inches would have³⁰⁰⁰ smoothed many a bump. The winterway over this section of Lapland was naturally rough. The overland trail³⁰²⁰ was indicated by poles with crosses nailed to them, while birch twigs standing like miniature crystal trees marked the³⁰⁴⁰ trail over the frozen surface of broad rivers and lakes which merged into the white landscape. When travelling through the³⁰⁶⁰ woods the antlers of the reindeer brushed the overhanging frost-encrusted limbs of scrubby silver birch, and I received³⁰⁸⁰ a shower of ice in my face and lap from trembling branches, the faint noise shattering the silence which pressed on³¹⁰⁰ my eardrums. I saw no sign of habitation or of animal life along the trail, no tracks scuffed the surface³¹²⁰ of the virgin snow, for we were the first travellers of the winter. The air was still and cold as if it were congealed.³¹⁴⁰ But for the crosses marking the trail, it were easy to believe that man had never ventured this way before.³¹⁶⁰

The temperature was dropping, but I was not cold. Swaddled in furs, I was busy learning to drive with one rein,³¹⁸⁰ trying not to lose face with the Lapps by being bumped out of the *pulkka*, for news travels like wildfire in Lapland³²⁰⁰ via the "grapevine telegraph;" I actually did not feel the cold, except for one foot which overhung, dragging³²²⁰ in the snow for balance. It was now numb. The last remnant of hay had been lost during numerous upsets, and³²⁴⁰ I now sat on the bottom of the *pulkka*. The air was exhilarating. On we went, alternately bouncing³²⁶⁰ over rough boulders, skimming smooth rivers, following the

narrow trail over hills covered with a growth of scrubby³²⁸⁰ birch, with occasional tall fir trees. A motionless crystal landscape was saved from blackness by the reflected light³³⁰⁰ of the moon. There was no sound. The Great White Silence enveloped us.

I had no difficulty in keeping pace with³³²⁰ the guide. In Lapland one travels Indian-fashion, and my reindeer, with a strong herd instinct, was reluctant to³³⁴⁰ lose sight of the one ahead. Frequently in a burst of speed he travelled in such close proximity to Walle³³⁶⁰ that he panted down the guide's neck. Although a reindeer runs with his mouth open and tongue hanging out with no sense of³³⁸⁰ conserving energy, he is discriminating. When scooping up frequent bites of snow on the run, he always³⁴⁰⁰ reached over the side of the trail to get the clean snow.

WE HAD COVERED some twenty kilometers and had been on³⁴²⁰ the trail three hours. Having lost all sense of time and space, I would not have been surprised to discover it was midnight³⁴⁴⁰ instead of only six o'clock when we came over the brow of a ridge and saw the dark silhouette of a farm³⁴⁶⁰ through an opening with a frozen lake in the background. The silence was shattered by the welcoming bark of dogs³⁴⁸⁰ which ran out, hackles raised menacingly, as we drew up and halted on the snow in the space between the small log³⁵⁰⁰ house and the long, low barn. In Lapland the winterway always passes directly through the premises of a³⁵²⁰ habitation, the chief *raison d'être* of the trail being that a family lives here. No one came out. Being stiff from³⁵⁴⁰ cold and weighted down with furs, I rolled out of the *pulkka* onto the snow and stood up. Walle unharnessed the reindeer,³⁵⁶⁰ leaving the equipment exactly where we had stopped, and tied the reindeer to two separate stakes. I followed³⁵⁸⁰ his example of dusting the snow from moccasins on the threshold before he pushed open the door of the house³⁶⁰⁰ built flush on the ground, and entered without knocking. We stood just within the dimly lit room as is the custom. The³⁶²⁰ smouldering embers in the fireplace furnished the only light in the room, which was warm and permeated with the³⁶⁴⁰ comfortable smell of cookery, mingled with the pungent odor of drying wool.

A flare-up of the fire revealed³⁶⁶⁰ an elderly woman stirring a pot of boiling reindeer-stew, and when she lifted the pot lid the warm moist³⁶⁸⁰ odor wafted in my direction reminded me that I had not eaten since breakfast. The small, not too tidy³⁷⁰⁰ but clean room was occupied by three women and a toddling baby, clad in Lapp costume of dark blue wool banded³⁷²⁰ with orange, yellow and green. The women wore little tight-fitting orange helmets of woollen flannel, trimmed with braid,³⁷⁴⁰ tied neatly beneath the chin. It was like stepping into a Kentucky mountaineer's log cabin set in a gigantic³⁷⁶⁰ refrigerator, and finding the inhabitants gaily clad in bright uniform fancy-dress costumes. A³⁷⁸⁰ table and benches comprised the furniture. The two thick-furred herd dogs preceded us, curled themselves comfortably³⁸⁰⁰ on the pile of reindeer skins in one corner. Later the family would oust the dogs, spread the skins on the floor and sleep.³⁸²⁰

After a few seconds' interval, during which time

no words were spoken, Walle and I were invited to be²⁴⁰ seated on a bench before the fire. The hearth was built high, on a level with the knees, the better to provide both²⁴⁰ light and heat. Now that our presence had been officially noticed, we removed our skin paesks and fur mittens, hanging²⁴⁰ the fur parkas in the coldest section of the room on pegs near the door, and the mittens to dry on pegs among²⁴⁰ other woolen mitts and fur shoes above the pot of stew, near some rawhide driving reins and a hank of reindeer²⁴⁰ meat suspended from the smoked beams.

Although Lapps appear to live an informal life, their rules of etiquette are none²⁴⁰ the less strict. It would be a breach of good form to enter a home and walk directly to the fire to warm. Standing²⁴⁰ just within the door out of the bitter cold has a logical origin. With many people occupying²⁴⁰ small quarters, a stranger would be hard put to learn just who his host and hostess are. It is she who speaks first, inviting²⁴⁰ him to be seated. Shades of distinction are shown in the amount of time allowed to elapse before she speaks,²⁴⁰ the less important guests being allowed to remain standing a longer time.

After a period of silence²⁴⁰ during which time the women pretended to take no notice of us, the hostess, still busily occupied with²⁴⁰ the making of a pair of fur moccasins, asked solicitously, not "Are you cold, tired, hungry or how is²⁴⁰ your health," but "How are your feet?" a question which implies "Are they wet? Have you dry hay?" Damp feet freeze easily. (4099)

(To be continued next month)

Our Modern Mail

OUR MAIL blossoms on breakfast tables and office desks, often transported hundreds of miles overnight; and we accept²⁹ its presence unthinkingly.

To a fragile envelope we entrust our confidences and contracts, our credit⁴⁰ and cash, with full assurance that it will be safe, secret and sacred . . . delivered to one address among⁴⁰ possible millions.

And perhaps the greatest tribute paid this greatest of government services is . . . that in these²⁰ days of protest against taxes and the cost of government, nobody questions the value received for postage!

The well-dressed envelope now carries a small and colorful slogan, a Lilliputian poster that can say, sing²⁰ or sell; advise, remind, exhort; promote a product, service or event. . . . The envelope is articulate without⁴⁰ as well as within, becomes a costless advertising medium . . . with a message printed simultaneously²⁰ with the modern meter stamp, itself a symbol of progressiveness. . . . Since business mail passes through many²⁰ hands to the individual addressed, the audience is huge . . . the value of this new advertising form noted inconsiderable. (104)

By Wits and Wags

A SMALL BOY stood in the entrance to the cobbler's shop watching the man at work.

"What do you repair boots with, mister?"²⁰ he suddenly asked.

"Hide," replied the cobbler sharply.

"E-r-r, eh?" asked the boy.

"I said hide," replied the cobbler⁴⁰ impatiently.

"What for?" the boy insisted, somewhat surprised.

"Hide! The cow's outside," sighed the man.

"Don't care if it is. Who's afraid¹⁰⁰ of a cow, anyway?" said the youngster defiantly. (71)

* * *

"YES, this book will do half your work."

"Okay, I'll take two of them." (11)

* * *

A TOURIST on his way to Europe, was experiencing seasickness for the first time. Calling his wife to his²⁰ bedside, he said in a weak voice: "Jennie, my will is in the Florida National Bank. Everything is left⁴⁰ to you, dear. My various stocks you will find in my safe-deposit box." Then he said fervently: "And, Jennie, bury⁴⁰ me on the other side. I can't stand this trip again, alive or dead." (73)

* * *

BILL LIGHTHEART—Daddy, what do they mean by a gentleman farmer?

His Daddy—A gentleman farmer, my son, is²⁰ one who seldom raises anything but his hat." (29)

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NAME

STREET

CITY

SHE: Are you in the habit of speaking to ladies you don't know?

He: Sure—the ladies I do know won't speak to me. (20)

• • •

FIRST STUDENT: It's awfully late—what'll we say to the teacher?

Second student: Oh, we won't say much; just "Good Morning."²⁰ She'll say the rest. (24)

A Hobby

(O. G. A. Membership Test for May)

HAVING about decided to take up the making of movies as a hobby, I asked a friend who has been making²⁰ them for some little time for advice on how to make pictures. "Put life in your landscapes," he said. "Niagara⁴⁰ Falls is twice as thrilling if it shows your pals or family looking at them. A view of Pike's Peak with your companions⁶⁰ throwing snowballs will have an advantage and importance beyond the mere looking at a winter scene. Folks sit⁸⁰ up and take notice when they see some one they know flashed on the screen."

There is a selling idea for you. Your product¹⁰⁰ may be fine, but it will have an added thrill if in your sales talk you put your client in the picture by showing¹²⁰ him how he can use and profit from using your goods. Your service will have twice the value to him. Your talk will¹⁴⁰ never lack the power to convince a man of the friends and buyers¹⁶⁰ by putting your audience in virtue of what you are trying to sell him. Make the picture of selling. (171)—Selected

The Fir Tree and the Bramble

(Junior O. G. A. Test)

A FIR TREE was one day boasting itself to a bramble. "You are of no use at all," he said; "but tell me, how could²⁰ barns and houses be built without the aid of me?"

"Good sir," answered the bramble, "when the woodmen come here with their axes⁴⁰ and saws, what would you give to be a bramble as humble as me and not a fir tree as high and mighty as⁶⁰ you are?"

A humble lot is secure and better, very often, than the dangers that attend upon the lofty. (80)

Transcription Speed Project

Gentlemen:

For the past five years we have been using your bookkeeping system in each of our four agencies and²⁰ we want to thank you for the surprising accuracy, speed, and economy it has given us in operation.⁴⁰ The information we are able to obtain each month is little short of amazing.

Our previous⁶⁰ system required forms at least twice the size of your forms. The office help were exhausted at the end of each day from⁸⁰

handling the different books. It certainly was a hard system to work on.

We are able to do our daily¹⁰⁰ work now much faster and to get our monthly statements out around the 10th or 12th; whereas before, the boss was lucky¹²⁰ if he got a financial statement once a year.

If a word from us will help you convince any "doubting¹⁴⁰ Thomases" of the effectiveness of your accounting system and forms, we shall be very glad indeed to tell them¹⁶⁰ in whatever detail you suggest what our experience has been since the installation of your method in¹⁸⁰ March, 1935.

With appreciation of your helpful assistance during these years, we are

Very²⁰⁰ sincerely yours, (204)

Gentlemen:

Here is a handy Social Security form—a statement of earnings and deductions which conforms²⁰ to the amended provisions of the Social Security Act (Section 1403, effective⁴⁰ December 31, 1939) governing receipts for employees.

Study the convenient⁶⁰ form of the sample enclosed. It meets, as you see, every requirement—name of employer and employee,⁸⁰ period covered by the statement, total amount of wages earned within the period, amount of taxes¹⁰⁰ deducted and the balance paid.

The cost? Practically nothing! The law provides that employers will be subject¹²⁰ to a civil penalty of not more than \$5 for each failure to submit a statement to the employee.¹⁴⁰ Each such statement, therefore, may be worth \$5 to you but we sell these forms for only 70c a¹⁶⁰ thousand, handily padded in one hundreds. Order your supply from our nearest branch and be assured that your receipts¹⁸⁰ are being issued to your employees in accepted form.

Yours truly, (194)



ONE recalls the old story of the professor and the guide in a canoe on a lake. "Have you studied Latin or Greek?" asked the professor.

"No," answered the guide.

"Well," said the professor, "you have lost a quarter of your life. Have you read history and poetry?"

"No," replied the guide.

"Well, you've lost another quarter of life," said the professor.

Just then the canoe upset and the guide shouted, "Can you swim?" to which the professor burbled, "No."

"Well," said the guide, "you've lost the whole of your life."—Edwin G. Conklin, Princeton University.

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